DOCUMENT RESUME

ED 157 091 CS 204 246

AUTHOR Strebeck, Ray, Ed.
TITLE Escambia County School District High School Language Arts Curriculum Bulletin.
INSTITUTION Escambia County Board of Public Instruction, Pensacola, Fla.
PUB DATE Jan 78
NOTE 104p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Composition (Literary); *Core Curriculum; Curriculum Guides; Drama; *Elective Courses; English Curriculum; *English Instruction; Grammar; *Language Arts; Linguistic Patterns; *Literature Appreciation; Mass Media; Performance Based Education; Secondary Education; Speech Communication; Vocabulary Skills

ABSTRACT

The 45 language arts courses described in this curriculum guide combine traditional teaching modes and content for English instruction with mass media, linguistic geography, and performance based evaluations. Course descriptions are classified under five major categories: language; composition; literature; media, speech, and drama; and comprehensive courses which integrate language, literature, and composition into one-year programs. The six courses required for graduation include a core curriculum of specific instructional activities, a list of minimal student performance standards, and required textbooks. In addition to the course descriptions, the guide offers the following: outlines of the high school language arts curriculum philosophy and goals, norms for awarding credit for both required and elective courses, descriptions of local school options, an identification of courses by category, and explanatory notes. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED157091

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ESCAMBIA COUNTY SCHOOL DISTRICT
HIGH SCHOOL LANGUAGE ARTS
CURRICULUM BULLETIN

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

The Escambia County School District

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

an authorized adjunct
of the

ESCAMBIA COUNTY SCHOOL DISTRICT
PROGRAM OF STUDIES BULLETIN

Charles W. Stokes, Superintendent of Schools
Curtis B. Killough, Assistant Superintendent for Instruction
and Curriculum Development

Pensacola, Florida

EDITOR: Ray Strebeck, Language Arts Supervisor

SCHOOL BOARD MEMBERS

Peter R. Gindl, Chairman
Jim C. Bailey — A.P. Bell — Frank Biasco
Richard Leeper — Carol Ann Marshall — Lois S. Suarez

Adopted: January, 1978

CS204246

PREFACE

A number of factors came together to generate the high school language arts program represented by this document: Florida's statewide mandates that students meet functional literacy and basic skills standards in order to receive a standard high school diploma upon graduation and a companion mandate requiring district school boards to adopt a formal pupil progression plan indicating specific criteria for promotion of students from one grade to the next; the obvious bent of the local community to ally itself with the national "back to basics" movement; the fact that a number of high school teachers of English had grown dissatisfied for one reason or another with the present curriculum consisting mainly of semester electives; and, last but not least, the fact that most high schools had operated under some version of the present curriculum without a major change for five to six years appeared to require that the program be significantly updated.

The results of these factors as represented by this document should be regarded as a program description in the process of developing rather than a program description perceived as the finished product. For instance, district supplemental skills statements for ENGLISH 4 and ADVANCED ENGLISH 4 are yet to be written, although state standards and skills statements for reading and writing and district supplemental standards are "in place" for these courses. Too, our school board has already stipulated that students who graduate in 1981 must complete four carnegie units of credit in English as the English requirement for graduation. This stipulation will entail some further decisions as to what course or group of courses will be accepted for this fourth required unit of English. Inasmuch as some adjustments of state standards and skills statements can be anticipated two years hence, these adjustments will need to be incorporated appropriately in our district program description, since one of our purposes for this description is careful maintenance of state requirements directly impacting on the educational careers of students.

Finally, this document gives some credence to the fact that educators may be nearing the end of an era of wide-ranging experimentation in curriculum. The net results is a kind of "return" to more traditional modes and learning content for instruction in English but with appropriate inclusion of some of the more recent emphases and content of our "experimental period," i.e., mass media, linguistic geography, performance-based evaluations, and more "systems oriented" program organization. Moreover, from the viewpoint of this observer, the standards and skills specified for required courses seem to afford a great opportunity to set in motion Benjamin Bloom's "mastery learning" theory.

R.S.

Table of Contents

Preface ii

Table of Contents iii

Acknowledgements iv

Opening Statement 1

Course Offerings. 3

Minimum Student Performance Standards 7

Course Descriptions--Required and Grade 12 Comprehensive Course . . . 9

On District Standards #DA and #DN 77

Course Descriptions--Electives. 79

High School Language Arts Curriculum Policy (as revised). 99

Program Philosophy. 101

Program Goals 103

Definitions 104

Awarding of Credits 104

Required Courses. 105

Elective Course Credits 105

Local School Options. 105

Identification of Courses (by categories) 106

Explanatory Notes 107

ACKNOWLEDGMENTS:

This program description document represents many hours of thoughtful considerations, debate, writing, revising, evaluating, further revising, rewriting, and final editing before it materialized in this still "developing" form. At one or more points every district high school teacher of English (approximately 107) was involved in this total process. In particular, however, the burden of the evaluative reviewing by the teachers of the English departments they supervised and of final decision-making rested heavily on the high school English chairpersons listed below:

Sarah Armstrong	-	Pensacola High
Wilhelmina Boysen	-	Tate High
Fran Crumpton	-	Pine Forest High
Mary Alice Johnson	-	Century High
Evelyn Kelker	-	Washington High
Linda H. Thompson	-	Beggs Educational Center
Jean J. Webb	-	Ernest Ward High
Elizabeth Sue Wrenn	-	Escambia High
Sandra C. Young	-	Woodham High

A special word of appreciation is due Mrs. Jean Graham, Language Arts Secretary, who spent many, many hours typing, re-typing, and managing the printing, collating, and assembling into final form this document.

R.S.

Escambia County School District High School Language Arts Curriculum: Course Changes and High School Language Arts Policy Revisions

as

Adopted January, 1978, by the Escambia County School Board for full and complete implementation in district high schools effective for the 1978-79 school year.

In response to changing needs as perceived by high school principals, the high school teachers of English, under the leadership of their respective English chairpersons and with the assistance of the County Language Arts Department, respectfully submit the accompanying list of 45 revised courses for high school language arts instruction to become the sole and entire district high school language arts curriculum for all district high schools, except for the Beggs Educational Center and the George Stone Vocational-Technical Center, to become effective beginning with the 1978-79 school year.

The proviso of exception recognizes that the Beggs Education Center and the George Stone Vocational-Technical Center, by the nature of their specialized approaches to providing for the educational needs of students, must adapt their language arts instructional programs to the special needs of their students.

This newly adopted list of 45 revised courses replaces and supercedes the former list of 77 high school language arts courses. It should be noted, however, that this new list of courses does <u>not</u> represent an obliteration of former productive courses; in general, the new listings have eliminated unnecessary duplications and courses rarely offered or taken by students, have combined several courses to achieve better instructional balance for student needs, and have deleted "phasing" or "ability grouping" concepts formerly attached to all courses.

The principal change represented by these revised courses is the description and precise delineation of courses students are required to complete in order to earn the Carnegie units of credit in English required for graduation as stipulated in the district pupil progression plan. Embodied in the course description of each <u>required</u> course is a "core curriculum"--a minimal list of specific instructional activities and student responses each student will be expected to accomplish in order to assure the student a minimal level of educational fulfilment in terms of learning experiences the course is designed to provide.

In addition to the "core curriculum" each <u>required</u> course is furnished with a set of minimal performance objectives, including but not limited to the state minimum student performance standards for reading and writing, which will afford guidance for application of the "core curriculum" as well as establish minimal performance criteria by which to measure both individual student progress and program effectiveness. These objectives constitute the basis for district-wide testing to obtain periodic district program evaluation. These objectives also provide the basis for state-required SLEP tests.

COURSE OFFERINGS

COURSE CODE	COURSE TITLE	COURSE ABBREVIATION	GRADE LEVEL	UNITS	PAGE NO.
5113-113	English 1	ENGLISH 1	9	1	9
5113-123	Advanced English 1	ADV ENG 1	9	1	11
5114-114	English 2	ENGLISH 2	10	1	27
5114-124	Advanced English 2	ADV ENG 2	10	1	29
5115-115	English 3	ENGLISH 3	11	1	43
5115-125	Advanced English 3	ADV ENG 3	11	1	45
5116-116	English 4	ENGLISH 4	12	1	61
5116-126	Advanced English 4	ADV ENG 4	12	1	63
5116-117	Career English	CAR ENG	10-12	½	81
5116-118	Grammar and Usage	GRAM & U	11-12	½	81
5116-127	Advanced Grammar and Usage	AD G & U	11-12	½	82
5125-128	Advanced Placement English	AP ENG	12	1	82
1567-130	General Composition	GEN COMP	10-12	½	83
5108-131	Advanced Composition	ADV COMP	10-12	½	83
5168-134	Creative Writing	CR WRIT	10-12	½	84
5163-135	Introduction to Journalism	INT JOUR	10-12	½	84
5163-136	Journalism 1	JOUR 1	10-12	1	85
5164-137	Journalism 2 (Newspaper)	JOUR 2 NP	11-12	1	85
5165-138	Journalism 3 (Yearbook)	JOUR 3 YB	11-12	1	86
5173-146	Speech I	SPEECH I	10-12	½	86
5174-147	Speech II	SPEECH II	10-12	½	87

COURSE OFFERINGS

COURSE CODE	COURSE TITLE	COURSE ABBREVIATION	GRADE LEVEL	UNITS	PAGE NO.
5179-148	Mass Media	MASS MEDIA	10-12	½	87
5183-149	Theatre Arts I	THE ART I	10-12	½	87
5184-150	Theatre Arts II	THE ART II	10-12	½	88
5185-151	Play Production	PLAY PROD	10-12	½	88
5185-152	Theatre Guild	THE GUILD	11-12	1	89
5197-153	Discussion and Debate	D & DEBATE	11-12	½	89
5148-162	World Literature	WORLD LIT	10-12	½	90
5148-163	European Literature	EURO LIT	10-12	½	90
5148-164	Ethnic Literature	ETHNIC LIT	10-12	½	91
5149-165	Modern Literature	MOD LIT	10-12	½	91
5149-166	Literature for Today	LIT TODAY	10-12	½	92
5153-168	Man and Nature	MAN & NAT	10-12	½	92
5153-169	Man and Society	MAN & SOC	10-12	½	93
5153-170	Man's Quest	MANS QUEST	10-12	½	93
5153-171	Man's Search for Wisdom	MSF WIS	11-12	½	94
5153-172	Poetry	POETRY	10-12	½	94
5153-173	Drama as Literature	DRAM LIT	10-12	½	95
5154-179	American Pacesetters	AM PACESET	11-12	½	95
5157-182	Folklore and Adventure	FOLKLORE	10-12	½	96
5157-183	Science Fiction	SCI FICT	10-12	½	96
5158-184	British Literature	BRIT LIT	11-12	½	97

COURSE OFFERINGS

COURSE CODE	COURSE TITLE	COURSE ABBREVIATION	GRADE LEVEL	UNITS	PAGE NO.
5159-186	Inspirational Literature	INSPIR LIT	10-12	½	97
5159-187	Bible as Literature	BIB LIT	10-12	½	98
5188-188	Mythology	MYTH	10-12	½	98

Minimum Student Performance Standards
for
District Courses Specified for Required English Credits, 9-12

I. Florida MSPS - Reading:

#RA - THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.
#RB - THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.
#RC - THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.
#RD - THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.
#RE - THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.
#RF - THE STUDENT WILL FIND INFORMATION IN A MESSAGE.
#RG - THE STUDENT WILL DETERMINE THE CAUSES AND EFFECTS OF EVENTS AND ACTIONS.
#RH - THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.
#RI - THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.
#RJ - THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.
#RK - THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.
#RL - THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.
#RM - THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.

II. Florida MSPS - Writing:

#WA - THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.
#WB - THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.
#WC - THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.
#WD - THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.
#WE - THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.
#WF - THE STUDENT WILL FILL OUT COMMON FORMS.
#WG - THE STUDENT WILL SPELL CORRECTLY.
#WH - THE STUDENT WILL PUNCTUATE CORRECTLY.
#WI - THE STUDENT WILL CAPITALIZE CORRECTLY.
#WJ - THE STUDENT WILL WRITE LEGIBLY.

III. Escambia School District MSPS - Language Arts
(Additional standards, supplemental to state MSPS for reading and writing)

#DA - THE STUDENT INITIATES AND RESPONDS TO NON-VERBAL CUES.
#DB - THE STUDENT LISTENS EFFECTIVELY.
#DC - THE STUDENT PARTICIPATES EFFECTIVELY IN FORMAL AND INFORMAL ORAL COMMUNICATION SITUATIONS, INCLUDING DRAMATIC ACTIVITIES.
#DD - THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.

#DE - THE STUDENT APPLIES PROOFREADING TECHNIQUES AND MAKES EDITORIAL REVISIONS TO IMPROVE WRITTEN COMMUNICATIONS.

#DF - THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SHORT STORIES AND SHORT NON-FICTION PROSE.

#DG - THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES NOVELS AND BOOKLENGTH WORKS OF NON-FICTION.

#DH - THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SELECTED POEMS.

#DI - THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SELECTED PLAYS.

#DJ - THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES FORMS OF MASS MEDIA.

#DK - THE STUDENT DISTINGUISHES AMONG VARIOUS LEVELS OF USAGE IN WRITTEN AND ORAL LANGUAGE.

#DL - THE STUDENT EXHIBITS AN UNDERSTANDING OF SEMANTICS IN ORAL AND WRITTEN USAGE AND DICTION.

#DM - THE STUDENT IDENTIFIES SIGNIFICANT CHARACTERISTICS OF SOCIAL AND REGIONAL DIALECTS IN THE UNITED STATES.

#DN - THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.

ENGLISH 1

CODE NO.: 5113-113 Grade Level: 9 1 unit

Course Objective: The student reinforces previously acquired skills and masters new skills toward the development of proficiency in reading, writing, listening, speaking, and thinking.

Course Description: ENGLISH 1 is a year-long course designed to provide Grade 9 students an integrated, well-balanced program of instruction in reading, writing, listening, speaking, and thinking. Areas of instruction include (a) reading skills application, including vocabulary development, reference and study skills; (b) practical experiences with the organization, development, and mechanics (including spelling and penmanship) of written communication; (c) language analysis, including standard English grammar and usage in both oral and written expression; (d) literary exploration into the short story, novel, non-fiction prose, poetry, plays, and limited forms of mass media; and (e) oral communications, including non-verbal language, listening skills, formal and informal speaking skills, and levels of usage. Major emphasis shall be placed on mastery of state minimum student performance standards in reading and writing. Every student must successfully complete this course or its advanced counterpart in order to fulfill the English credit requirement for Grade 9 as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

10-12 graded written assignments to include:

- An expository paragraph
- A descriptive paragraph
- A narrative paragraph
- An assignment requiring the completion of various forms
- A friendly or business letter
- A brief report on a career of interest to the student

Minimal mastery in composition: the writing of a five-sentence paragraph

Literature; minimal coverage:

The reading and classroom study of:

- Ten short stories
- Five non-fiction selections
- One play
- Five poems

Language; minimal coverage:

Mastery of the eight parts of speech
Mastery of subject-verb agreement
Mastery of the sentence parts of subject, predicate verb, and complements
Correct capitalization within a written paragraph
Correct use of the comma before conjunctions in compound sentences, use of the period, and use of the question mark in a written paragraph
A minimum of five short spelling/vocabulary quizzes each six weeks

Oral Communications; minimal coverage:

One oral report on a non-fiction selection
Participation in one or more dramatic activities

Textbooks Required:

Grade 9 grammar textbook and workbook
Grade 9 literature anthology

ADVANCED ENGLISH 1

CODE NO.: 5113-123 Grade Level: 9 1 unit

Course Objective: The student reinforces previously acquired skills and masters new skills toward achievement of proficiency in reading, writing, listening, speaking, and thinking.

Course Description: Advanced English 1 is a year-long course designed to provide Grade 9 students of demonstrated advanced ability an integrated, well-balanced program of instruction in reading, writing, listening, speaking, and thinking. This course differs from English 1 in that instructional content is proportionally more difficult in order to challenge the student of advanced ability. Areas of instruction include (a) reading skills application, including vocabulary development, reference and study skills; (b) practical experiences with the organization, development, and mechanics (including spelling and penmanship) of written communication; (c) language analysis, including standard English grammar and usage in both oral and written expression; (d) literary exploration into the short story, novel, nonfiction prose, poetry, plays and limited forms of mass media; and (e) oral communications, including non-verbal language, listening skills, formal and informal speaking skills, and levels of usage. Students may enroll in this course on the basis of a positive evaluation on the following criteria: (a) the student must have earned a course grade of B or better on the previous year's non-advanced level language arts course; (b) the student must have scored in the top 20% on the district Grade 8 language arts posttest; (c) the student must demonstrate a reading level of Grade 9 or higher on a reputable reading level test; (d) the student must have answered correctly 90% or more of all items on the state assessment test on Grade 8 minimum student performance standards. All other criteria notwithstanding, the student may not remain enrolled in this course should his or her tested reading level prove to be below 9.0. Successful completion of this course will satisfy the Grade 9 English requirement as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

12-15 graded written assignments to include:

An expository paragraph
A descriptive paragraph
A narrative paragraph
An assignment requiring the completion of various forms
A friendly and a business letter
A brief report on a career of interest to the student
Two five-paragraph themes

Literature; minimal coverage:

The reading and classroom study of:

- Fifteen short stories
- One novel
- Ten non-fiction selections
- Two plays
- Eight poems
- Two book reports (oral or written) on novels read outside of class

Language; minimal coverage:

- Mastery of the eight parts of speech
- Mastery of subject-verb, pronoun-antecedent agreement
- Mastery of the sentence parts of subject, predicate verb, and complements
- Mastery of verbal, prepositional, and appositive phrases
- Mastery of restrictive and non-restrictive clauses
- Mastery of compound and complex sentences
- Correct capitalization in a written paragraph
- Correct use of the comma before conjunctions in compound sentences, use of the semicolon in compound sentences, use of the period, use of the question mark, and use of quotation marks in a written assignment
- A minimum of five short spelling/ vocabulary quizzes each six weeks

Oral Communications; minimal coverage:

- Formal presentation of a prepared speech
- One or more impromptu speeches
- Participation in a group oral report

Textbooks Required:

- Grade 9 grammar textbook
- Grade 9 literature anthology

INTERPRETATION GUIDE FOR STATEMENTS OF STANDARDS AND SKILLS

Three Divisions: Section I lists Florida standards and skills as adapted for Grade 9 from the state list entitled "Beginning Grade 11--Reading." Section II lists Florida standards and skills as adapted for Grade 9 from the state list entitled "Beginning Grade 11--Writing." Section III lists district supplemental standards and skills as developed within the district to comply with the following Florida Statutes: Section 229.57(3) District Assessment Programs and Section 232.245 Pupil Progression.

Legend:

For MSPS for "Reading," the letter "R" (to indicate Reading) is prefixed to the alpha enumeration of the state standards. In Section II, the letter "W" is prefixed to state standards for Writing. In Section III, the letter "D" (for District) is prefixed to the supplemental standards selected for the district program. A hyphenated arabic number has been added to the above format to indicate grade level.

Arabic numerals are used in each of the three sections to provide a cumulative numeration of the skills listed in each section.

A lower-case alpha cumulative numeration indicates Grade 8 state skills brought forward OR sub-skills deemed necessary to accomplish the state skills under which they appear.

Examples:

Standards		Skills
	Reading	
#RM-9.	THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.	27. Select an appropriate dictionary definition for a word used in a specific context.
	(brought forward from Grade 8 state skills)	c. Use a table of contents to identify the chapter most likely to contain information on a specified subject
		d. Use an index to locate a sub-topic by page number.
	Writing	
#WF-9.	THE STUDENT WILL FILL OUT COMMON FORMS.	20. Complete forms used to apply for employment.
	(brought forward from Grade 8 state skills)	m. Complete order blanks.
		n. Complete a check and its stub.
	District Supplemental Standards/Skills	
#DB-9.	THE STUDENT LISTENS EFFECTIVELY.	1. Recall main idea of an oral presentation
		2. Distinguish between fact and opinion in an oral presentation.

Escambia County School District
High School Language Arts Minimum Student Performance Standards
ENGLISH 1 and ADVANCED ENGLISH 1 (Grade 9)

I. Florida Minimum Student Performance Standards--READING:

READING STANDARDS	BASIC SKILLS--The student will:
#RA-9. THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Associate words which are the same or opposite in meaning.
	2. Associate printed words with their oral equivalents.
	3. Associate words with their literal definitions.
	4. Associate words with their connotative definitions.
#RB-9. THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.	5. Determine word meaning using specific context clues.
#RC-9. THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	6. Associate contractions with their component words in a given context.
	7. Associate the appropriate derived words (prefixes and suffixes) in a given context.
	8. Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
#RD-9. THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.	a. Determine slight differences of meaning in nearly similar sentences related to the same topic.
#RE-9. THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.	9. Determine the main idea stated in a paragraph.
	10. Determine the main idea inferred from a paragraph.
	11. Determine the main idea inferred from a selection.

#RF-9.	THE STUDENT WILL FIND INFORMATION IN A MESSAGE.	12. Find who, what, where, when, which and how information in a selection.
		13. Determine the order of details in a selection.
		14. Find details which refer to a main idea.
		15. Determine details which are inferred from a selection.
#RG-9.	THE STUDENT WILL DETERMINE THE CAUSES AND EFFECTS OF EVENTS AND ACTIONS.	b. Determine the stated cause and stated effect of an event or action.
#RH-9.	THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.	17. Identify an appropriate conclusion in a subject area.
		18. Infer feelings and emotions.
#RI-9.	THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.	20. Distinguish between facts and opinions.
		21. Identify an unstated opinion.
#RJ-9.	THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.	22. Identify an irrelevant statement in a selection.
		23. Identify conclusions which are based upon insufficient evidence.
#RK-9.	THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.	25. Follow written directions to complete a task.
#RL-9.	THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.	26. Identify the appropriate source to obtain information on a topic.
#RM-9.	THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.	27. Select an appropriate dictionary definition for a word used in a specific context.
		c. Use a table of contents to identify the chapter most likely to contain information on a specified subject.
		d. Use an index to locate a subtopic by page number.
		e. Use directions to locate a specific place on a map.

II. Florida Minimum Student Performance Standards--WRITING:

WRITING STANDARDS	BASIC SKILLS--The student will:
#WA-9. THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	a. Use the appropriate forms (person, number, tense, voices, mood) of regular and irregular verbs.
	b. Relate appropriately to each other in sentences the sentence parts of subject, predicate, and complements.
	c. Identify the function of each word in given sentences by identifying each word as a specific part of speech.
	d. Make subjects and verbs agree.
	e. Write simple interrogative, exclamatory, and imperative sentences.
	f. Use prepositional phrases correctly in sentences.
	g. Write compound declarative sentences using appropriate English word order.
	1. Write complex declarative sentences using appropriate English word order.
	h. Identify different kinds of subordinating conjunctions.
#WB-9. THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	2. Write appropriate headings for groups of words and phrases.
	3. Organize information for a report under appropriate headings.
	4. Order, subordinate, or classify information before writing.
#WC-9. THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	i. Narrow a topic and develop a topic sentence for a paragraph.

5. Write a paragraph by giving information in support of one topic.

6. Write a paragraph with details arranged in order of importance.

7. Write a paragraph using connecting words or phrases which show relationships.

#WD-9. THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.

8. Include the necessary information when writing messages to make a request or to supply information.

9. Include the necessary information when writing brief statements describing the steps of a process or event.

#WE-9. THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.

10. Use proper form to write a business letter which contains necessary and accurate information.

11. Write a letter of request.

12. Write a letter of application.

j. Write a business letter when specific information is given.

k. Use proper form when writing a simple business letter.

l. Use proper form when addressing a business envelope.

#WF-9. THE STUDENT WILL FILL OUT COMMON FORMS.

15. Complete forms used to apply for a driver's license.

18. Complete forms for entrance to military service, school, or a training program.

20. Complete forms used to apply for employment.

m. Complete order blanks.

n. Complete a check and its stub.

o. Complete forms requesting address, telephone numbers, date and place of birth, and parents' or guardians' names.

#WG-9. THE STUDENT WILL SPELL CORRECTLY.

22. Spell words from a selected highfrequency list of those words needed in writing through grade ten.

23. Spell commonly used "consumer" words.

24. Spell commonly used "survival" words.

25. Apply generalizations for adding prefixes and common derivational suffixes.

26. Independently use the dictionary to spell words.

    p. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.

#WH-9. THE STUDENT WILL PUNCTUATE CORRECTLY.

    q. Use appropriate end punctuation.

27. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.

    (e.g. four s's
    two 3's
    the number of and's)

28. Use an apostrophe to show the possessive of singular and plural nouns which end in s.

29. Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.

30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.

    r. Use the comma to separate words in a series.

    s. Use the comma to separate proper names in direct address.

#WI-9.	THE STUDENT WILL CAPITALIZE CORRECTLY.	t. Capitalize commonly used abbreviations for proper nouns.
		u. Capitalize appropriate words in titles.
		31. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.
#WJ-9.	THE STUDENT WILL WRITE LEGIBLY.	v. Proofread for legibility.
		w. Use proper format for indentations and margins.

III. Escambia County School District High School Supplemental Minimum Student Performance Standards--Language Arts

SUPPLEMENTAL STANDARDS		BASIC SKILLS--The student will:
#DA-9.	THE STUDENT INITIATES AND RESPONDS TO NON-VERBAL CUES.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#DB-9.	THE STUDENT LISTENS EFFECTIVELY.	1. Recall main idea of an oral presentation. 2. Distinguish between fact and opinion in an oral presentation.
#DC-9.	THE STUDENT PARTICIPATES EFFECTIVELY IN FORMAL AND INFORMAL ORAL COMMUNICATION SITUATIONS, INCLUDING DRAMATIC ACTIVITIES	3. Contribute information or ask questions related to the topic being discussed by a group. 4. Participate effectively, as determined by the teacher, in a dramatic activity. 5. Control volume, pitch, rate, articulation and pronunciation as determined appropriate by the teacher to achieve variety in a formal speech. 6. Use facial expressions, gestures, and posture effectively in presenting a formal speech as determined by audience evaluations. 7. Organize information on a given topic in a manner appropriate for a formal speech before a given audience as determined by teacher-made criteria.
#DD-9.	THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.	8. Organize ideas and supportive information into a two-level topic outline.

9. Write an expository paragraph using a specified method of development.

10. Write a narrative of personal experience to include chronological order of events.

11. Write a one-paragraph summary of a given short selection.

12. Write a short descriptive paragraph.

#DE-9. THE STUDENT APPLIES PROOFREADING TECHNIQUES AND MAKES EDITORIAL REVISIONS TO IMPROVE WRITTEN COMMUNICATIONS.

13. Proofread to assure neatness; appropriate format; correct spelling, punctuation and capitalization; and correct grammatical structure.

14. Rewrite and revise as needed to correct all marked errors.

#DF-9. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SHORT STORIES AND SHORT NON-FICTION PROSE.

15. Identify the following in a given short story: Main character(s), setting, conflict, and narrator's point of view.

16. Analyze a character from a short story by relating what the character says and does, what other characters say about him, and what the author tells the reader about him.

17. Identify the following in a short selection of non-fiction: author's purpose, and audience for whom written.

#DG-9. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* NOVELS AND BOOK-LENGTH WORKS OF NON-FICTION.

18. Identify the major plot, features of character development, and important theme or themes presented in a novel.

19. Identify stereotypes found in long prose fiction and non-fiction: ethnic minorities, male-female roles, middle-class family life styles, religious groups, etc.

20. Identify the following in a book-length work of non-fiction: author's purpose, real-life information presented, and intended audience.

#DH-9.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED POEMS.	21. Identify the literal meaning of selected poems.
		22. Identify the following poetic devices and conventions: rhyme, mood, alliteration, and onomatopoeia.
		23. Identify the following stanzaic forms of poetry: couplet, ballad, haiku, cinquain, limerick, and free verse.
		24. Identify the following types of poetry: lyric, narrative, and epic.
		25. Identify the following forms of figurative language used in poems: simile, metaphor, personification, and hyperbole.
#DI-9.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED PLAYS.	26. Identify play format (e.g., prologue, acts, scenes, epilogue, chorus, dialogue, stage directions, etc.).
		27. Identify the following types of characters in a play: protagonist, antagonist, and stereotype characters.
#DJ-9.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* FORMS OF MASS MEDIA.	28. Identify the intended audience for a specified television program.
		29. Recognize common propaganda techniques in newspaper, radio, and television commercials.
#DK-9.	THE STUDENT DISTINGUISHES AMONG VARIOUS LEVELS OF USAGE IN WRITTEN AND ORAL LANGUAGE.	30. Distinguish between formal and informal language.
		31. Distinguish correctly between troublesome usage forms (e.g., between-among, take-bring, borrow-lend, lie-lay, sit-set, rise-raise, etc.).
#DL-9.	THE STUDENT EXHIBITS AN UNDERSTANDING OF SEMANTICS IN ORAL AND WRITTEN USAGE AND DICTION.	32. Distinguish between denotative and connotative meanings of words.
		33. Recognize selected newly coined words and their sources of origin (e.g., radar, sonar, laser, etc.).

#DM-9.	THE STUDENT IDENTIFIES SIGNIFICANT CHARACTERISTICS OF SOCIAL AND REGIONAL DIALECTS IN THE UNITED STATES.	34. Identify slang terminology. 35. Identify specific examples of written or oral dialect as belonging to a particular geographical region or cultural group.
#DN-9.	THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

*Evaluation skills have not been listed inasmuch as the stating of such skills is heavily dependent upon specific content as well as the teacher's specific instructional objectives. The term "evaluates" in Standards DF, DG, DH, DI, and DJ implies that the concept of evaluation should be acquired by the student before the student will have gained satisfactory command of literary genres.

RESOURCES
(1977-78 listing)

State/District Adopted Textbooks for Grade 9:

Grammar and Composition:

Basic Language: Messages and Meanings III (Harper-Row, 1976)
Basic Language: Messages and Meanings III, Workbook (Harper Row, 1975)
The Dynamics of Language 3 (Heath, 1971)
Modern English In Action 9 (Heath, 1968)
Thought and Phrase (Scott Foresman, 1975)
Warriner's English Grammar and Composition, Third Course (Harcourt, 1977)
Inventions (paper) (Harcourt, 1972)

Literature:

Myths, Fables and Folktales (paper) (Holt, 1974)
The Narrative Voice: Poetry (paper) (Holt, 1974)
Currents in Poetry (paper) (Macmillan, 1974)
Currents in Fiction (paper) (Macmillan, 1974)
Currents in Nonfiction (paper) (Macmillan, 1974)
Currents in Drama (paper) (Macmillan, 1974)
Outlooks (Scott Foresman, 73-74 edition)
Sports Literature (paper) (Webster/McGraw-Hill, 71-75 edition)
Insights: Themes In Literature, 2nd ed. (Webster/McGraw-Hill)
Scholastic Literature Units:
- Poetry 1
- Short Story
- Mirrors
- Personal Values

Remedial Materials:

Basic Reading Skills (paper) (Scott Foresman, 1970)
Coping With Mass Media (paper) (McDougal-Littell, 1976)
English Essentials: A Refresher Course (workbook) (Steck-Vaughn, 1974)
Pride In Language 1 (Random House, 1975)
Pride In Language 2 (Random House, 1975)
Pride In Language 3 (Random House, 1975)
Voices A (Ginn, 1972)
Voices B (Ginn, 1972)
Voices 1 (Ginn, 1972)
The Narrative Voice: Poetry (paper) (Holt, 1974)
Scholastic Literature Unit: Poetry 1
Real Life Reading Skills (paper) (Scholastic, 1977)

Advanced Materials:

Thought and Phrase (Scott Foresman, 1975)
The Dynamics of Language 3 (Heath, 1971)
Warriner's English Grammar and Composition, Third Course (Harcourt, 1977)
Inventions (paper) (Harcourt, 1972)
Points of View In Writing (paper) (Harcourt, 1972)
Writing Description and Narration (paper) (Holt)
Man The Voyager (paper) (Harcourt, 1972-74)
Themes In Literature (Holt, 1974)
The Poetic Voice (paper) (Holt, 1974)
Reflections In Literature (Houghton-Mifflin, 1975)
Scholastic Literature Unit: Mirrors
Outlooks (Scott Foresman, 73-74 edition)
Insights (Webster/McGraw-Hill, 1974)

ENGLISH 2

CODE NO.: 5114-114 Grade Level: 10 1 unit

Course Objective: The student develops optimum competencies in the skills of reading, writing, listening, speaking, and thinking through organized study of the content of literature, composition, language, and oral communications.

Course Description: ENGLISH 2 is a year-long course designed to provide Grade 10 students a well organized program of instruction in the skills of reading, writing, listening, speaking, and thinking. Mastery of "Beginning Grade 11" state minimum student performance standards for reading and writing and for functional literacy shall receive primary emphasis at regular intervals throughout the course. Main areas of study shall include: (a) interpretation and critical analysis of world literature, both contemporary and classical; (b) a variety of practical experiences with written communications of greater length than one paragraph; (c) review of standard English grammar and usage as well as explorations into other useful aspects of language; and (d) participatory experiences with several formal and informal types of oral communications. Every student must successfully complete this course or its advanced counterpart in order to fulfill the English credit requirement for Grade 10 as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

10-12 graded written assignments to include:

- Expository themes developed by details, definition, and comparison or contrast
- A theme of argumentation (persuasion)
- A report on a career of interest to the student
- A letter of application for employment accompanied by a separate personal resume
- A character sketch

Minimal mastery in composition: the writing of a five-paragraph theme

Literature; minimal coverage:

Ten short stories
One novel or a book-length work of non-fiction studied in class
One parallel reading each six weeks
Eight poems to include the following types: lyric, long narrative ballads
One Shakespearian play
Recognition (on objective tests) of literary devices and conventions

Language; minimal coverage:

Mastery of each of the following:

- Phrases
- Clauses
- Subordination
- Pronoun usage
- Verb conjugation
- Parallel structure
- Absolute constructions
- Compound and complex sentences
- Punctuation: use of the semi-colon, colon, parenthesis, hyphen, dash, quotation marks, and underlining (italics)
- A minimum of five spelling/vocabulary quizzes each six weeks

Oral communications; minimal coverage:

- One oral report on a non-fiction selection
- One impromptu speech
- Participation in one or more dramatic activities

Textbooks Required:

Grade 10 Grammar textbook and student-purchased workbook
Grade 10 Literature anthology

ADVANCED ENGLISH 2

CODE NO.: 5114-124 Grade Level: 10 1 unit

Course Objective: The student develops optimum competencies in the skills of reading, writing, listening, speaking, and thinking through organized study of the content of literature, composition, language, and oral communications.

Course Description: ADVANCED ENGLISH 2 is a year-long course designed to provide Grade 10 students of demonstrated advanced ability a balanced program of instruction in the skills of reading, writing, listening, speaking, and thinking. This course differs form ENGLISH 2 in that instructional content is proportionally more difficult in order to challenge the student of advanced ability. Main areas of study shall include: (a) interpretation and critical analysis of world literature, particularly works of major writers; (b) a variety of practical experiences with longer forms of written communications, including personal essays, precis, and short research papers; (c) review of standard English grammar and usage as well as explorations into other aspects of language; and (d) participatory experiences with several of the more formal types of oral communications. Students may enroll in this course on the basis of a positive evaluation on the following criteria: (a) a course grade of B or better on ENGLISH 1 or ADVANCED ENGLISH 1 OR a grade of C or better with his or her teacher's recommendation from ADVANCED ENGLISH 1; (b) scored in the top 20% of the Grade 9 language arts posttest; (c) demonstrates a reading level of Grade 10 or higher on a reputable reading level test. Other criteria notwithstanding, the student may not remain enrolled in this course should his or her tested reading level prove to be below 10.0. Successful completion of this course will satisfy the Grade 10 English requirement as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

12-15 graded written assignments to include:

- A short research paper to include an outline, note cards, footnotes and bibliography
- A critical paper based on a literary selection
- One or more precis
- Expository themes developed by details, definition, and comparison or contrast
- A theme of argumentation (persuasion)
- A report on a career of interest to the student
- A letter of application for employment accompanied by a separate personal resume
- A character sketch
- At least one timed writing assignment

Literature; minimal coverage:

One novel studied in class
One book-length work of non-fiction studied in class
Fifteen short stories
One parallel reading each six weeks
Twelve poems to include the following types: lyric, long narrative, ballads
Two plays, one of which must be a Shakespearean drama

Language; minimal coverage:

Mastery of each of the following:

Phrases
Clauses
Subordination
Pronoun usage
Verb conjugation
Parallel structure
Absolute constructions
Compound and complex sentences
Punctuation: use of the semi-colon, colon, parentheses, hyphen, dash, quotation marks, and underlining (italics)
A minimum of five spelling/vocabulary quizzes each six weeks

Oral communications; minimal coverage:

Formal presentation of a prepared speech
One or more impromptu speeches
Participation in a group oral presentation

Textbooks Required:

Grade 10 Composition textbook
Grade 10 Grammar textbook
Grade 10 Literature anthology

Escambia County School District
High School Language Arts Minimum Student Performance Standards
ENGLISH 2 and ADVANCED ENGLISH 2 (Grade 10)

I. Florida Minimum Student Performance Standards--Reading

STANDARDS	BASIC SKILLS--The student will:
#RA-10. THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Associate words which are the same or opposite in meaning. 2. Associate printed words with their oral equivalents. 3. Associate words with their literal definitions. 4. Associate words with their connotative definitions.
#RA-10. THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.	5. Determine word meaning using specific context clues.
#RC-10. THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	6. Associate contractions with their component words in a given context. 7. Associate the appropriate derived words (prefixes and suffixes) in a given context. 8. Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
#RD-10. THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#RE-10. THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.	9. Determine the main idea stated in a paragraph. 10. Determine the main idea inferred from a paragraph. 11. Determine the main idea inferred from a selection.
#RF-10. THE STUDENT WILL FIND INFORMATION IN A MESSAGE.	12. Find <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u>, <u>which</u> and <u>how</u> information in a selection.

13. Determine the order of details in a selection.

14. Find details which refer to a main idea.

15. Determine details which are inferred from a selection.

#RG-10. THE STUDENT WILL DETERMINE THE CAUSES AND EFFECTS OF EVENTS AND ACTIONS.

16. Determine the inferred cause or effect of an action or event.

#RH-10. THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.

17. Identify an appropriate conclusion in a subject area.

18. Infer feelings and emotions.

19. Identify outcomes based on inferences.

#RI-10. THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.

20. Distinguish between facts and opinions.

21. Identify an unstated opinion.

#RJ-10. THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.

22. Identify an irrelevant statement in a selection.

23. Identify conclusions which are based upon insufficient evidence.

24. Identify inaccurate assumptions.

#RK-10. THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.

25. Follow written directions to complete a task.

#RL-10. THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.

26. Identify the appropriate source to obtain information on a topic.

#RM-10. THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.

27. Select an appropriate dictionary definition for a word used in a specific context.

28. Use an index to identify the location of information requiring the use of cross-references.

29. Use highway and city maps.

30. Use a transportation schedule to locate specific information.

II. Florida Minimum Student Performance Standards--Writing

STANDARDS	BASIC SKILLS--The student will:
#WA-10. THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	a. Use the appropriate forms (person, number, tense, voice, mood) of regular and irregular verbs.
	b. Make subject and verbs agree; make pronouns and antecedents agree.
	c. Use prepositional, verbal, and appositive phrases correctly in sentences.
	1. Write complex declarative sentences using appropriate English word order.
	d. Use absolute constructions correctly in sentences.
	f. Use subordinating conjunctions appropriately to relate subordinate ideas to main ideas in complex sentences.
	e. Identify dependent noun, adjective, and adverb clauses.
	g. Distinguish between restrictive and non-restrictive clauses in sentences by use of appropriate punctuation.
#WB-10. THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	2. Write appropriate headings for groups of words and phrases.
	3. Organize information for a report under appropriate headings.
	4. Order, subordinate, or classify information before writing.
	h. Use parallel structure in organizing a two-level outline.
	i. Narrow a topic and develop a topic sentence for a paragraph.
#WC-10. THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	5. Write a paragraph by giving information in support of one topic.

		6. Write a paragraph with details arranged in order of importance.
		7. Write a paragraph using connecting words or phrases which show relationships.
#WD-10.	THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.	8. Include the necessary information when writing messages to make a request or to supply information.
		9. Include the necessary information when writing brief statements describing the steps of a process or event.
#WE-10.	THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.	10. Use proper form to write a business letter which contains necessary and accurate information.
		11. Write a letter of request, adjustment, complaint, or opinion.
		12. Write a letter of application.
		13. Write a classified advertisement using specific information provided.
		14. Write notes and assignments which contain necssary and accurate information.
#WF-10.	THE STUDENT WILL FILL OUT COMMON FORMS.	15. Complete forms used to apply for a driver's license.
		16. Complete the form necessary for an employee's withholding exemption.
		17. Complete a form for voter registration.
		18. Complete forms for entrance to military service, school, or a training program.
		19. Complete forms used to apply for insurance and credit.
		21. Complete the short form of an income tax report.

#WC-10. THE STUDENT WILL SPELL CORRECTLY.

22. Spell words from a selected high-frequency list of those words needed in writing through grade ten.

23. Spell commonly used "consumer" words.

24. Spell commonly used "survival" words.

25. Apply generalizations for adding prefixes and common derivational suffixes.

26. Independently use the dictionary to spell words.

#WH-10. THE STUDENT WILL PUNCTUATE CORRECTLY.

27. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.
(e.g., four s's
two 3's
the number of and's)

28. Use an apostrophe to show the possessive of singular and plural nouns which end in s.

29. Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.

30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.

j. Use a semi-colon to join the independent clauses of a compound sentence when the coordinate conjunction has been omitted.

k. Use quotation marks correctly to set off the words of a speaker in a sentence.

l. Underline (italicize) the title of a book, magazine, or newspaper when such a title appears within a sentence.

m. Use a colon to indicate that a list of items follows.

n. Use a hyphen to divide words between syllables at the end of a line of writing so long as there are at least three letters before and after the division.

#WI-10. THE STUDENT WILL CAPITALIZE CORRECTLY.

31. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.

#WJ-10. THE STUDENT WILL WRITE LEGIBLY.

o. Proofread for legibility.

p. Use proper format for indentations and margins.

q. Use appropriate writing materials for specific assignments (i.e., note cards; 8 1/2 x 11 lined paper; #2 lead pencil, ball-point or felt-tip pen; etc.)

III. Escambia County School District High School Supplemental Minimum Student Performance Standards--Language Arts

SUPPLEMENTAL STANDARDS		BASIC SKILLS--The student will:
#DA-10.	THE STUDENT INITIATES AND RESPONDS TO NON-VERBAL CUES.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#DB-10.	THE STUDENT LISTENS EFFECTIVELY.	1. Recall in correct sequence important details in an oral presentation. 2. Determine if the summary or conclusion of an oral presentation is accurate or justifiable. 3. Paraphrase adequately the oral statements of a speaker.
#DC-10.	THE STUDENT PARTICIPATES EFFECTIVELY IN FORMAL AND INFORMAL ORAL COMMUNICATION SITUATIONS, INCLUDING DRAMATIC ACTIVITIES.	4. Participate effectively, as determined by the teacher, in a dramatic activity. 5. Participate appropriately in parliamentary procedure. 6. Control volume, pitch, rate, articulation, and pronunciation as determined appropriate by the teacher to achieve variety in a formal speech. 7. Use facial expressions, gestures, and posture effectively in presenting a formal speech as determined by audience evaluations. 8. Organize information on a given topic in a manner appropriate for a formal speech before a given audience. 9. Identify distinguishing characteristics of the following types of speeches: speech to inform, speech to demonstrate (something), speech to persuade, and speech to entertain.

#DD-10.	THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.	10. Organize ideas and information for a theme into a three-level topic outline.
		11. Write an expository theme of at least five paragraphs.
		12. Write a character sketch of a main character from a given short story, novel, or play.
		13. Write a short summary of a given magazine article or essay.
#DE-10.	THE STUDENT APPLIES PROOFREADING TECHNIQUES AND MAKES EDITORIAL REVISIONS TO IMPROVE WRITTEN COMMUNICATIONS.	14. Proofread to assure neatness; appropriate format; correct spelling, punctuation, and capitalization; appropriate diction and usage; and correct grammatical structure.
		15. Rewrite composition to correct marked errors and to incorporate recommended changes.
#DF-10.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SHORT STORIES AND SHORT NON-FICTION PROSE.	16. Identify the following in a given short story: main character(s), plot, setting, conflict, narrator's point of view, mood, and suspense mechanisms.
		17. Identify similarities and differences between the main characters of two given short stories.
		18. Identify similar and different positions found in two given selections of short non-fiction on the same topic.
#DG-10.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* NOVELS AND BOOK-LENGTH WORKS OF NON-FICTION.	19. Identify in a given novel specific examples of flashback, foreshadowing, relief, and "convenient coincidence."
		20. Identify in a given novel the following: protagonist, antagonist, character foil, anti-hero, picaresque rogue (whichever ones are present).
		21. Identify ethnic and cultural values and issues of minorities as presented in novels and book-length works of non-fiction.

		22. Recognize the following about biography and autobiography: the author's ability to present a credible character, the relation of the main character to factual history, and the accuracy of information presented.
#DH-10.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED POEMS.	23. Identify the stated or implied main idea or messag- of a given poem.
		24. Identify in given poems the following poetic devices and conventions: meter, assonance, internal rhyme, and controlling image.
		25. Compare and contrast ideas, imagery, or use of language as found in two given poems.
#DI-10.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED PLAYS.	26. Distinguish between the traditional definitions of tragedy and comedy.
		27. Identify major characters and important events or details from a Shakespearean play.
		28. Explain the purpose of satire in drama.
#DJ-10.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* FORMS OF MASS MEDIA.	29. Identify intended audiences for various mass media.
		30. Analyze possible psychological effects of a given movie on different age groups of viewers.
#DK-10.	THE STUDENT DISTINGUISHES AMONG VARIOUS LEVELS OF USAGE IN WRITTEN AND ORAL LANGUAGE.	31. Recognize different levels of written and oral language and contexts of appropriateness for each level (e.g., level 1--intimate, personal or secret; level 2--casual or informal; level 3--semi-formal, classroom, on-the-job, or consultative; level 4--formal, textbook, business-letter, newscast; level 5--oratorical or "elevated").

		32. Distinguish correctly between troublesome usage forms (e.g., between-among, take-bring, borrow-lend, lie-lay, sit-set, rise-raise, etc.).
		33. Recognize and avoid inappropriate use of cliches, hackneyed expresstions, jargon, and gobbledygook in oral and written communication.
#DL-10.	THE STUDENT EXHIBITS AN UNDERSTANDING OF SEMANTICS IN ORAL AND WRITTEN USAGE AND DICTION.	34. Select words and terms for use in oral and written communication on the basis of appropriate connotative as well as denotative meaning.
		35. Identify conditions and processes by which new words are coined.
#DM-10.	THE STUDENT IDENTIFIES SIGNIFICANT CHARACTERISTICS OF SOCIAL AND REGIONAL DIALECTS IN THE UNITED STATES.	36. Identify word lists representative of specialized languages for professions, trades, social, or governmental groups.
#DN-10.	THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

*Evaluation skills have not been listed inasmuch as the stating of such skills is heavily dependent upon specific content as well as specific instructional objectives of the teacher. The term "evaluates" in Standards DF, DG, DH, DI, and DJ implies that the concept of evaluation should be acquired by the student before the student will have gained satisfactory command of literary genres.

RESOURCES
(1977-78 listing)

State/District Adopted Textbooks for Grade 10:

Grammar and Composition:

Basic Language: Messages and Meanings IV (Harper-Row, 1976)
Basic Language: Messages and Meanings IV, Workbook (Harper Row, 1975)
Modern English In Action 10 (Heath, 1968)
Idea and Impression (Scott Foresman, 1975)
Warriner's English Grammar and Composition, Fourth Course (Harcourt, 1977)
Discovering Motives In Writing (paper) (Harcourt, 1972)
Points of View In Writing (paper) (Harcourt, 1972)
Write On (paper) (Harcourt, 1972)

Literature:

Designs in Poetry (paper) (Macmillan, 1974)
Designs in Fiction (paper) (Macmillan, 1974)
Designs in Nonfiction (paper) (Macmillan, 1974)
Designs in Drama (paper) (Macmillan, 1974)
Exploring Life (Scott Foresman, 73-74 edition)
Sports Literature (paper) (Webster/McGraw-Hill, 71-75 edition)
Encounters: Themes In Literature, 2nd ed. (Webster/McGraw-Hill)
Scholastic Literature Units:
- Poetry 2
- Epic
- Mirrors
- Personal Values

Edges of Reality (paper) (Scott Foresman, 72-74 edition)

Remedial Materials:

- Basic Reading Skills (paper) (Scott Foresman, 1970)
- Coping With Mass Media (paper) (McDougal-Littell, 1976)
- English Essentials: A Refresher Course (workbook) (Steck-Vaughn, 1974)
- Pride In Language 3 (Random House, 1975)
- Voices 1 (Ginn, 1972)
- The Narrative Voice: Poetry (paper) (Holt, 1974)
- Scholastic Literature Unit: Poetry 1
- Real Life Reading Skills (paper) (Scholastic, 1977)
- English on the Job: Book A (Globe, 1970)
- English on the Job: Book 1 (Glove, 1970)
- Reading Achievement (paper) (Cambridge, 1977)
- Reading Competence (paper) (Cambridge, 1977)
- Reading Improvement (paper) (Cambridge, 1977)
- Reading Performance (paper) (Cambridge, 1977)

Advanced Materials:

Idea and Expression (Scott Foresman, 1975)
Warriner's English Grammar and Composition, Fourth Course (Harcourt, 1977)
Style and Structure (paper) (Harcourt, 1972)
Experiments In Effective Writing (paper) (Harcourt, 1972)
Writing About Poetry (paper) (Holt)
The Effective Theme (paper) (Holt)
The Research Paper (paper) (Holt)
Viewpoints In Literature (Holt, 1974)
The Lyric Voice (paper) (Holt, 1974)
Perceptions In Literature (Houghton-Mifflin, 1975)
Scholastic Literature Units: Mirrors; Epic
Exploring Life (Scott Foresman, 73-74 edition)
Encounters (Webster/McGraw-Hill, 1974)
A World Elsewhere: Romance (paper) (Harcourt, 1972-74 edition)
The Ways of The World: Satire (paper) (Harcourt, 1972-74 edition)
A World Remade: Comedy (paper) (Harcourt, 1972-74 edition)

ENGLISH 3

CODE NO.: 5115-115 Grade Level: 11 1 unit

Course Objective: The student refines skills and competencies in reading, writing, listneing, speaking, and thinking through organized study of language, composition, literature, and oral communicaitons.

Course Description: ENGLISH 3 is a year-long course designed to provide Grade 11 students learning experiences to increase their levels of competency in the skills of reading, writing, listening, speaking, and thinking. State functional literacy standards as well as "Beginning Grade 11" state minimum student performance standards will be reviewed early in the course. Typical learning activities will include the following: vocabulary development; reading comprehension; review of standard English grammar and usage in speaking and writing; review of organization, development, and mechanics in written communications; developmental writing experiences to include personal essays, precis, and research writing; a survey of American literature to include studies of historical periods, genres, authors' styles, and literary conventions; and participatory experiences in both formal and informal oral communications. Every student must successfully complete this course or its advanced counter-part in order to fulfill the English credit requirement for Grade 11 as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

10-12 graded written assignments to include:

- Expository papers developed by definition, examples, details, explanation (cause and effect), comparison, and contrast
- One critical paper on a literary selection
- One précis
- One research paper to include outline, note cards, footnotes, and bibliography
- One timed writing

American Literature; minimal coverage:

- Two novels, or one novel and one book-length non-fiction selection to be studied in class
- One parallel reading each six weeks
- Ten short stories to include at least three which treat ethnicity in America
- One play
- Recognition (on objective tests) of literary devices and conventions

Language; minimal coverage:

Review of agreement, verbs, pronouns, modifiers, punctuation, usage, and levels of usage
A minimum of five spelling/vocabulary quizzes each six weeks
Refinement of writing skills to include attention to unity, coherence, parallelism, subordination, clear reference, tense shifts, and transitional devices

Oral communications; minimal coverage:

One oral report
One impromptu speech
One oral communications project or participation in a group presentation

Textbooks Required:

Grade 11 grammar textbook and workbook
Grade 11 American Literature anthology

ADVANCED ENGLISH 3

CODE NO.: 5115-125 Grade Level: 11 1 unit

Course Objective: The student refines and extends skills and competencies in reading, writing, listening, speaking, and thinking through organized study of language, composition, literature, and oral communications.

Course Description: ADVANCED ENGLISH 3 is a year-long course designed to provide Grade 11 students of demonstrated advanced ability learning experiences to refine and expand their competencies in the skills of reading, writing, listening, speaking, and thinking. This course differs from ENGLISH 3 in that instructional content is proportionally more difficult to challenge the student of advanced ability. Typical learning activities will include the following: vocabulary development with explorations into semantics; review of standard English grammar and usage in speaking and writing; review of organization, development, and mechanics in written communications; developmental writing experiences, including personal essays, literary critiques, research papers, and creative writing; a survey of American literature to include historical periods, genres, authors' styles, literary conventions, and particular works of outstanding authors; and participatory experiences with several of the more formal types of oral communications. A student may enroll in this course on the basis of a positive evaluation on the following criteria: (a) a course grade of B or better on ENGLISH 2 or ADVANCED ENGLISH 2 OR a grade of C or better with his or her teacher's recommendation from ADVANCED ENGLISH 2; (b) scored in the top 20% of the Grade 10 language arts posttest; (c) demonstrates a reading level of Grade 11 or higher on a reputable reading level test. Other criteria notwithstanding, the student many not remain enrolled in this course should his or her tested reading level prove to be below 11.0. Successful completion of this course will satisfy the English requirement for Grade 11 as stipulated in the district pupil progression plan.

Core Requirements:

Composition; minimal coverage:

12-15 graded written assignments to include:

- Expository papers developed by definition, examples, details, explanation (cause and effect), comparison, contrast, repetition, and analogy
- Three critical papers on literary selections
- A formal research paper, including all sequential steps for writing a formal paper and with strict adherence to style manual requirements
- Three or more timed writing assignments

American Literature; minimal coverage:

Two novels, one of which is from Nineteenth Century American Literature, studied in class
Two book-length works of non-fiction, each representing a different historical period, studied in class
Fifteen short stories representative of different writers, periods, and ethnic cultures
Two major essays
Fifteen poems to include representation of different poets, periods, and ethnic cultures
Two major plays
At least three parallel readings during the course
Recognition (on objective tests) of literary devices and conventions

Language; minimal coverage:

Review of agreement, verbs, pronouns, modifiers, punctuation, usage, and levels of usage
Refinement of writing skills to include attention to unity, coherence, parallelism, subordination, clear reference, sentence variety, economy, emphasis, tense shifts, point of view, and transitional devices
Vocabulary development with explorations into semantics
A minimum of five spelling quizzes each six weeks

Oral communications; minimal coverage:

Formal presentation of a prepared speech
One or more impromptu speeches
Participation in a group presentation
One individual oral communications project

Textbooks Required:

Grade 11 grammar textbook
Grade 11 American Literature textbook
Composition textbook

INTERPRETATION GUIDE FOR STATEMENTS OF STANDARDS AND SKILLS

Three Divisions: Section I lists Florida standards and skills from the state list entitled "Beginning Grade 11--Reading." Section II lists Florida standards and skills from the state list entitled "Beginning Grade 11--Writing." Section III lists district supplemental standards and skills as developed within the district to comply with the following Florida Statutes: Section 229.57(3) District Assessment Programs, Section 232.245 Pupil Progression, and Section 229.814 Secondary Level Examination Program.

Legend:

For MSPS for "Reading," the letter "R" (to indicate Reading)is prefixed to the alpha enumeration of the state standards. In Section II, the letter "W" is prefixed to state standards for Writing. In Section III, the letter "D" (for District) is prefixed to the supplemental standards selected for the district program. A hyphenated arabic number has been added to the above format to indicate grade level.

Arabic numerals are used in each of the three sections to provide a cumulative numeration of the skills listed in each section.

A lower-case alpha cumulative numeration indicates Grade 8 state skills brought forward OR sub-skills deemed necessary to accomplish the state skills under which they appear.

Examples:

Standards		Skills
	Reading	
#RJ-11	THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.	22. Identify an irrelevant statement in a selection
	(No district supplemental skills added)	
	Writing	
#WH-11	THE STUDENT WILL PUNCTUATE CORRECTLY.	30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.
	(district supplemental skill) ⟶	j. Use a semi-colon to join the independent clauses of a compound sentence when the coordinate conjunction has been omitted.
	District Supplemental Standards/Skills	
#DD-11	THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.	9. Write in a specified format a bibliographical entry for a research paper.

Escambia County School District
High School Language Arts Minimum Student Performance Standards
ENGLISH 3 and ADVANCED ENGLISH 3 (Grade 11)

I. Florida Minimum Student Performance Standards---Reading

STANDARDS	BASIC SKILLS--The student will:
#RA-11. THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Associate words which are the same or opposite in meaning.
	2. Associate printed words with their oral equivalents.
	3. Associate words with their literal definitions.
	4. Associate words with their connotative definitions.
#RB-11. THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.	5. Determine word meaning using specific context clues.
#RC-11. THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	6. Associate contractions with their compenent words in a given context.
	7. Associate the appropriate derived words (prefixes and suffixes) in a given context.
	8. Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
#RD-11. THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#RE-11. THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.	9. Determine the main idea stated in a paragraph.
	10. Determine the main idea inferred from a paragraph.
	11. Determine the main idea inferred from a selection.
#RF-11. THE STUDENT WILL FIND INFORMATION IN A MESSAGE.	12. Find <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u>, <u>which</u> and <u>how</u> information in a selection.

	13. Determine the order of details in a selection.
	14. Find details which refer to a main idea.
	15. Determine details which are inferred from a selection.
#RG-11. THE STUDENT WILL DETERMINE THE CUASES AND EFFECTS OF EVENTS AND ACTIONS.	16. Determine the inferred cause or effect of an action or event.
#RH-11. THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.	17. Identify an appropriate conclusion in a subject area.
	18. Infer feelings and emotions.
	19. Identify outcomes based on inferences.
#RI-11. THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.	20. Distinguish between facts and opinions.
	21. Identify an unstated opinion.
#RJ-11. THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.	22. Identify an irrelevant statement in a selection.
	23. Identify conclusions which are based upon insufficient evidence.
	24. Identify inaccurate assumptions.
#RK-11. THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.	25. Follow written directions to complete a task.
#RL-11. THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.	26. Identify the appropriate source to obtain information on a topic.
#RM-11. THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.	27. Select an appropriate dictionary definition for a word used in a specific context.
	28. Use an index to identify the location of information requiring the use of cross-references.
	29. Use highway and city maps.
	30. Use a transportation schedule to locate specific information.

II. Florida Minimum Student Performance Standards--Writing

STANDARDS	BASIC SKILLS--The student will:
#WA-11. THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	a. Use the appropriate forms (person, number, tense, voice, mood) of regular and irregular verbs.
	b. Make subject and verbs agree; make pronouns and antecedents agree.
	c. Use prepositional, verbal, and appositive phrases correctly in sentences.
	1. Write complex declarative sentences using appropriate English word order.
	d. Use absolute constructions correctly in sentences.
	f. Use subordinating conjunctions appropriately to relate subordinate ideas to main ideas in complex sentences.
	e. Identify dependent noun, adjective, and adverb clauses.
	g. Distinguish between restrictive and non-restrictive clauses in sentences by use of appropriate punctuation.
#WB-11. THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	2. Write appropriate headings for groups of words and phrases.
	3. Organize information for a report under appropriate headings.
	4. Order, subordinate, or classify information before writing.
	h. Use parallel structure in organizing a two-level outline.
	i. Narrow a topic and develop a topic sentence for a paragraph.
#WC-11. THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	5. Write a paragraph by giving information in support of one topic.

6. Write a paragraph with details arranged in order of importance.

7. Write a paragraph using connecting words or phrases which show relationships.

#WD-11. THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.

8. Include the necessary information when writing messages to make a request or to supply information.

9. Include the necessary information when writing brief statements describing the steps of a process or event.

#WE-11. THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.

10. Use proper form to write a business letter which contains necessary and accurate information.

11. Write a letter of request, adjustment, complaint, or opinion.

12. Write a letter of application.

13. Write a classified advertisement using specific informaiton provided.

14. Write notes and assignments which contain necessary and accurate information.

#WF-11. THE STUDENT WILL FILL OUT COMMON FORMS.

15. Complete forms used to apply for a driver's license.

16. Complete the form necessary for an employee's withholding exemption.

17. Complete a form for voter registration.

18. Complete forms for entrance to military service, school, or a training program.

19. Complete forms used to apply for insurance and credit.

21. Complete the short form of an income tax report.

FWG-11. THE STUDENT WILL SPELL CORRECTLY.

22. Spell words from a selected high-frequency list of those words needed in writing through grade ten.

23. Spell commonly used "consumer" words.

24. Spell commonly used "survival" words.

25. Apply generalizations for adding prefixes and common derivational suffixes.

26. Independently use the dictionary to spell words.

FWH-11. THE STUDENT WILL PUNCTUATE CORRECTLY.

27. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.
(e.g., four s's
two 3's
the number of and's)

28. Use an apostrophe to show the possessive of singular and plural nouns which end in s.

29. Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.

30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short?

j. Use a semi-colon to join the independent clauses of a compound sentence when the coordinate conjunction has been omitted.

k. Use quotation marks correctly to set off the words of a speaker in a sentence.

l. Underline (italicize) the title of a book, magazine, or newspaper when such a title appears within a sentence.

m. Use a colon to indicate that a list of items follows.

n. Use a hyphen to divide words between syllables at the end of a line of writing so long as there are at least three letters before and after the division.

#WI-11. THE STUDENT WILL CAPITALIZE CORRECTLY.

31. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.

#WJ-11. THE STUDENT WILL WRITE LEGIBLY.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

III. Escambia County School District High School Supplemental Minimum Student Performance Standards--Language Arts

SUPPLEMENTAL STANDARDS		BASIC SKILLS--The student will:
#DA-11.	THE STUDENT INITIATES AND RESPONDS TO NON-VERBAL CUES.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#DB-11.	THE STUDENT LISTENS EFFECTIVELY.	1. Distinguish between emotional appeal and reasoning based on sound logic or hard evidence in a speaker's presentation.
		2. Identify appropriate listening etiquette for various specified listening situations.
		3. Summarize accurately the oral statements of a speaker.
#DC-11.	THE STUDENT PARTICIPATES EFFECTIVELY IN FORMAL AND INFORMAL ORAL COMMUNICATION SITUATIONS, INCLUDING DRAMATIC ACTIVITIES.	4. Control volume, pitch, rate, articulation, and pronunciation as determined appropriate by the teacher to achieve variety in a formal speech.
		5. Use facial expressions, gestures, and posture effectively in presenting a formal speech as determined by audience evaluations.
		6. Organize information on a given topic in a manner appropriate for a formal speech before a given audience.
		7. Identify distinguishing characteristics of the following types of speeches: speech to inform, speech to demonstrate (something), speech to persuade, and speech to entertain.
#DD-11.	THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.	8. Use a specific format to write information from reference sources on note cards.
		9. Write in a specified format a bibliographical entry for a research paper.
		10. Write an expository theme of at least five paragraphs.

		11. Write a short summary (or precis) of a given magazine article or essay.
#DE-11.	THE STUDENT APPLIES PROOFREADING TECHNIQUES AND MAKES EDITORIAL REVISIONS TO IMPROVE WRITTEN COMMUNICATIONS.	12. Proofread to assure neatness; appropriate format; correct spelling, punctuation, and capitalization; appropriate diction and usage; and correct grammatical structure.
		13. Revise and rewrite composition to improve clarity, variety, and smooth transitions.
#DF-11.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SHORT STORIES AND SHORT NON-FICTION PROSE.	14. Identify the following to extent available in a short essay: techniques of persuasion and evidence of the author's biases.
		15. Identify similar and different positions found in two given selections of short non-fiction on the same topic.
#DG-11.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* NOVELS AND BOOK-LENGTH WORKS OF NON-FICTION.	16. Identify in a given novel specific examples of flashback, foreshadowing, relief, and "convenient coincidence."
		17. Classify a given novel as to type (e.g., historical, novel of manners, psychological, political, science fiction, mystery or adventure, non-fiction novel, etc.).
		18. Identify in a given novel the following: protagonist, antagonist, character foil, anti-hero, picaresque rogue (whichever ones are present).
		19. Identify major and minor themes and methods of character development in a given novel.
		20. Identify ethnic and cultural values and issues of minorities as presented in novels and book-length works of non-fiction.
		21. Identify the following in a book-length work of non-fiction treating a single topic or issue: the author's purpose, the author's position, objectivity of evidence.

#DH-11.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED POEMS.	22. Identify the stated or implied main idea or message of a given poem. 23. Identify in given poems the following poetic devices and conventions: meter, external and internal rhyming patterns, controlling image, and examples of "poetic license." 24. Compare and contrast ideas, imagery, or use of language as found in two given poems.
#DI-11.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* SELECTED PLAYS.	26. Distinguish between the traditional definitions of tragedy and comedy. 27. Identify important American playwrights and one or more of their major plays.
#DJ-11.	THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES* FORMS OF MASS MEDIA.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
#DK-11.	THE STUDENT DISTINGUISHES AMONG VARIOUS LEVELS OF USAGE IN WRITTEN AND ORAL LANGUAGE.	28. Recognize different levels of written and oral language and contexts of appropriateness for each level (e.g., level 1--intimate, personal or secret; level 2--casual or informal; level 3--semi-formal, classroom, on-the-job, or consultative; level 4--formal, textbook, business-letter, newscast; level 5--oratorical or "elevated"). 29. Distinguish correctly between troublesome usage forms (e.g., between-among, take-bring, borrow-lend, lie-lay, sit-set, rise-raise, etc.).

30. Recognize and avoid inappropriate use of cliches, hackneyed expressions, jargon, and gobbledygook in oral and written communication.

#DL-11. THE STUDENT EXHIBITS AN UNDERSTANDING OF SEMANTICS IN ORAL AND WRITTEN USAGE AND DICTION.

31. Identify words or terms which are sometimes used in such a way as to alienate individuals or groups.

32. Identify approximate meanings for given idiomatic expressions.

#DM-11. THE STUDENT IDENTIFIES SIGNIFICANT CHARACTERISTICS OF SOCIAL AND REGIONAL DIALECTS IN THE UNITED STATES.

33. Identify distinctive meanings for each of the following terms associated with the study of dialects: dialect, idiolect, colloquialism, slang, and idiom.

#DN-11. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

*Evaluation skills have not been listed inasmuch as the stating of such skills is heavily dependent upon specific content as well as specific instructional objectives of the teacher. The term "evaluates" in Standards DF, DG, DH, DI and DJ implies that the concept of evaluation should be acquired by the student before the student will have gained satisfactory command of literary genres.

RESOURCES
(1977-78 listing)

State/District Adopted Textbooks for Grade 11:

Grammar and Composition:

Basic Language: Messages and Meanings V (Harper-Row, 1976)
Basic Language: Messages and Meanings V, Workbook
Key to English Mastery, Book 5, Workbook only (Economy, 1976)
Modern English in Action 11 (Heath, 1968)
Concept and Statement (Scott Foresman, 1975)
Warriner's English Grammar and Composition, Fifth Course (Harcourt, 1977)
The Lively Art of Writing (paper) (Follett, 1975)
Style and Structure (paper) (Harcourt, 1972)
The Research Paper (paper) (Holt)
Reasoning and Argument (paper) (Holt)
Readings on Semantics (paper) (Holt)

Literature:

The American Spirit: Fiction (paper) (MacMillan, 1974)
United States in Literature (Scott Foresman, 1973-74)
Marquee (paper) (Scott Foresman, 1972-74)
American Literature (Webster/McGraw-Hill)
Scholastic Literature Unit: Satire

Remedial Materials:

Basic Reading Skills (paper) (Scott Foresman, 1970)
Coping With Mass Media (paper) (McDougal-Littell, 1976)
English Essentials: A Refresher Course (workbook) (Steck-Vaughn, 1974)
Pride In Language 3 (Random House, 1975)
Voices 1 and 2 (Ginn, 1972)
American English Today: The Tools of English (Webster/McGraw-Hill, 1975)
Modern English in Action 9 (Heath, 1968)
Real Life Reading Skills (Scholastic, 1977)
Steck-Vaughn Adult Reading Series (paper) (Steck-Vaughn, 1977)
The Learning Skills Series: Language Arts (paper) (Webster/McGraw-Hill, 1978)

Advanced Materials:

Concept and Statement (Scott Foresman, 1975)
Warriner's English Grammar and Composition, Fifth Course (Harcourt, 1977)
The Literary Voice and the Real World (paper) (Holt)
United States in Literature (Scott Foresman, 1973-74)
American Literature (Webster/McGraw-Hill)
10 Steps in Writing the Research Paper (paper) (Barron, 1971)
How to Write Themes and Term Papers (paper) (Barron, 1971)
The Lively Art of Writing (paper) (Follett, 1975)
Readings on Semantics (paper) (Holt)

ENGLISH 4

CODE NO.: 5116-116 Grade Level: 12 1 unit

Course Objective: The student refines and expands knoweldge, concepts, and skills in literature, composition, language, and oral communications commensurate with college-preparatory standards.

Course Description: ENGLISH 4 is a year-long elective course designed to provide students with increased competencies in literature, composition, language, and oral communications. Typical learning activities will include the following: vocabulary development; reading comprehension and improvement of reading speed; individualized study of weaknesses in standard English grammar and usage; review of organization, development, and mechanics in written communications; continuation of developmental writing experiences to include research writing, literary critiques, and creative expressions; a survey of English literature to include major periods and writers, genres, authors' styles, and literary conventions; and participatory experiences in both formal and informal oral communications. This course or its advanced coutnerpart is recommended for Grade 12 students who plan to enroll in an academic college program.

Core Requirements:

Composition; minimal coverage:

10-12 graded written assignments to include:

- Expository writing: continued experiences with different methods of development
- A research paper on an open topic
- One or more critical reviews of literary selections
- Three timed writing assignments
- Two argumentative essays
- Short assignments in narrative and descriptive writing

English Literature; minimal coverage:

- Survey studies of major periods, writers, and excerpts of works in English literature
- Parallel reading of two English novels
- One Shakespearean play studied in class
- Independent study of a modern English play
- Recognition (on objective tests) of literary devices and conventions

Language; minimal coverage:

Review of agreement, pronouns, verbs, modifiers, usage, and levels of usage
Review of the rhetorical skills of unity, coherence, parallelism, subordination, clear reference, tense shifts, and transitional devices
Vocabulary exercises
Individualized study of areas of sub-competency

Oral communications; minimal coverage:

Formal presentation of prepared speech or oral report
One or more impromptu speeches
One oral communications project or participation in a group oral activity

Textbooks Required:

Grade 12 grammar textbook
Grade 12 English Literature anthology

ADVANCED ENGLISH 4

CODE NO.: 5116-126 **Grade Level:** 12 **1 unit**

Course Objective: The student refines and expands knowledge, concepts, and skills in literature, composition, language, and oral communications commensurate with college-preparatory standards.

Course Description: ADVANCED ENGLISH 4 is a year-long elective course designed to provide Grade 12 students of demonstrated advanced ability with learning experiences to increase their competencies in literature, composition, language, and oral communications. This course differs from ENGLISH 4 in that instructional content is proportionally more difficult to challenge the student of advanced ability. Typical learning activities will include the following: Vocabulary development; improvement of reading comprehension and reading speed; individualized study of weaknesses in standard English grammar and usage and writing skills; continuation of developmental writing experiences to include research writing, literary critiques, and creative expressions; a survey of English literature to include major periods and writers, genres, authors' styles, archetypal themes, and literary conventions; and participatory experiences in both formal and informal oral communications. A student may enroll in this course on the basis of a positive evaluation on the following criteria: (a) a course grade of B or better for ENGLISH 3 or ADVANCED ENGLISH 3 OR a grade of C or better with his or her teacher's recommendation from ADVANCED ENGLISH 3; (b) scored in the top 20% of the Grade 11 language arts posttest; (c) demonstrates a reading level of Grade 12 or higher on a reputable reading level test. Other criteria notwithstanding, the student may not remain enrolled in this course should his or her tested reading level prove to be below 12.0. This course is recommended for students who expect to earn an academic degree from college.

Core Requirements:

Composition; minimal coverage:

12-15 graded written assignments to include:

- Expository writing: continued experiences with different methods of development
- Two or more critical reviews of literary selections
- A major research paper on a literary topic
- Two argumentative essays
- Three timed writing assignments each six weeks
- Assignments in narrative and descriptive writing

English Literature; minimal coverage:

Chronological survey of English Literature from the Anglo-Saxon period to circa 1960
Parallel reading of four novels from English and World literature
Parallel readings of four critical reviews from books and periodicals
Class study of Macbeth or Hamlet
Independent study of a Shakespearean or Shavian comedy
Essay definitions (on tests) of literary devices and conventions

Language; minimal coverage:

Individualized study of areas of sub-competency in standard English grammar and usage
Review of rhetorical skills with especial attention to:
(a) Coherence: to include review of pronoun reference, dangling verbals, misplaced modifiers, elliptical clauses, awkward and ill constructions, unnecessary shifts, emphasis, and euphony
(b) Unity: to include review of sentence fragments, comma splices, run-on sentences, "overloaded" sentences, choppiness, and redundancy
Word study to include analogies and diction

Oral communications; minimal coverage:

Presentation of a formal "paper," one each semester
Impromptu speeches
Participation in a group presentation
One or more individual oral communications project

Textbooks Required:

Composition textbook
Grade 12 English Literature anthology

INTERPRETATION GUIDE FOR STATEMENTS OF STANDARDS AND SKILLS

Three Divisions: Section I lists Florida standards and skills from the state list entitled "Beginning Grade 11--Reading." Section II lists Florida standards and skills from the state list entitled "Beginning Grade 11--Writing." Section III lists district supplemental standards and skills as developed within the district to comply with the following Florida Statutes: Section 229.57(3) District Assessment Programs, Section 232.245 Pupil Progression, and Section 229.814 Secondary Level Examination Program.

Legend:

For MSPS for "Reading," the letter "R" (to indicate Reading) is prefixed to the alpha enumeration of the state standards. In Section II, the letter "W" is prefixed to state standards for Writing. In Section III, the letter "D" (for District) is prefixed to the supplemental standards selected for the district program. A hyphenated arabic number has been added to the above format to indicate grade level.

Arabic numerals are used in each of the three sections to provide a cumulative numeration of the skills listed in each section.

A lower-case alpha cumulative numeration indicates Grade 8 state skills brought forward OR sub-skills deemed necessary to accomplish the state skills under which they appear.

Examples:

Standards		Skills
	Reading	
#RJ-12	THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.	22. Identify an irrelevant statement in a selection
	(No district supplemental skills added)	
	Writing	
#WH-12	THE STUDENT WILL PUNCTUATE CORRECTLY.	30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.
	(district supplemental skill) ⟶	j. Use a semi-colon to join the independent clauses of a compound sentence when the coordinate conjunction has been omitted.
	District Supplemental Standards/Skills	
#DD-12	THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.	9. Write in a specified format a bibliographical entry for a research paper.

Escambia County School District
High School Language Arts Minimum Student Performance Standards
ENGLISH 4 and ADVANCED ENGLISH 4 (Grade 12)

I. Florida Minimum Student Performance Standards—Reading

STANDARDS	BASIC SKILLS--The student will:
FRA-12. THE STUDENT WILL ACQUIRE A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Associate words which are the same or opposite in meaning.
	2. Associate printed words with their oral equivalents.
	3. Associate words with their literal definitions.
	4. Associate words with their connotative definitions.
FRB-12. THE STUDENT WILL DETERMINE WORD MEANING FROM THE WAY THE WORD IS USED IN A PASSAGE.	5. Determine word meaning using specific context clues.
FRC-12. THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	6. Associate contractions with their component words in a given context.
	7. Associate the appropriate derived words (prefixes and suffixes) in a given context.
	8. Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
FRD-12. THE STUDENT WILL DETERMINE WHETHER DIFFERENT SELECTIONS HAVE SIMILAR MEANINGS.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)
FRE-12. THE STUDENT WILL DETERMINE THE MAIN IDEA OF A MESSAGE.	9. Determine the main idea stated in a paragraph.
	10. Determine the main idea inferred from a paragraph.
	11. Determine the main idea inferred from a selection.
FRF-12. THE STUDENT WILL FIND INFORMATION IN A MESSAGE.	12. Find <u>who</u>, <u>what</u>, <u>where</u>, <u>when</u>, <u>which</u> and <u>how</u> information in a selection.

	13. Determine the order of details in a selection.
	14. Find details which refer to a main idea.
	15. Determine details which are inferred from a selection.
#RG-12. THE STUDENT WILL DETERMINE THE CUASES AND EFFECTS OF EVENTS AND ACTIONS.	16. Determine the inferred cause or effect of an action or event.
#RH-12. THE STUDENT WILL DETERMINE THE LOGICAL GENERALIZATIONS WHICH CAN BE DRAWN FROM A MESSAGE.	17. Identify an appropriate conclusion in a subject area.
	18. Infer feelings and emotions.
	19. Identify outcomes based on inferences.
#RI-12. THE STUDENT WILL RECOGNIZE FANTASY, FACT, AND OPINION IN A MESSAGE.	20. Distinguish between facts and opinions.
	21. Identify an unstated opinion.
#RJ-12. THE STUDENT WILL RECOGNIZE IRRELEVANT AND INVALID STATEMENTS.	22. Identify an irrelevant statement in a selection.
	23. Identify conclusions which are based upon insufficient evidence.
	24. Identify inaccurate assumptions.
#RK-12. THE STUDENT WILL FOLLOW ORAL AND WRITTEN DIRECTIONS.	25. Follow written directions to complete a task.
#RL-12. THE STUDENT WILL IDENTIFY APPROPRIATE SOURCES FOR NEEDED INFORMATION.	26. Identify the appropriate source to obtain information on a topic.
#RM-12. THE STUDENT WILL USE APPROPRIATE REFERENCE SKILLS.	27. Select an appropriate dictionary definition for a word used in a specific context.
	28. Use an index to identify the location of information requiring the use of cross-references.
	29. Use highway and city maps.
	30. Use a transportation schedule to locate specific information.

II. Florida Minimum Student Performance Standards--Writing

STANDARDS	BASIC SKILLS--The student will:
#WA-12. THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	a. Use the appropriate forms (person, number, tense, voice, mood) of regular and irregular verbs.
	b. Make subject and verbs agree; make pronouns and antecedents agree.
	c. Use prepositional, verbal, and appositive phrases correctly in sentences.
	1. Write complex declarative sentences using appropriate English word order.
	d. Use absolute constructions correctly in sentences.
	f. Use subordinating conjunctions appropriately to relate subordinate ideas to main ideas in complex sentences.
	e. Identify dependent noun, adjective, and adverb clauses.
	g. Distinguish between restrictive and non-restrictive clauses in sentences by use of appropriate punctuation.
#WB-12. THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	2. Write appropriate headings for groups of words and phrases.
	3. Organize information for a report under appropriate headings.
	4. Order, subordinate, or classify information before writing.
	h. Use parallel structure in organizing a two-level outline.
	i. Narrow a topic and develop a topic sentence for a paragraph.
#WC-12. THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	5. Write a paragraph by giving information in support of one topic.

	6. Write a paragraph with details arranged in order of importance.
	7. Write a paragraph using connecting words or phrases which show relationships.
#WD-12. THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.	8. Include the necessary information when writing messages to make a request or to supply information.
	9. Include the necessary information when writing brief statements describing the steps of a process or event.
#WE-12. THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.	10. Use proper form to write a business letter which contains necessary and accurate information.
	11. Write a letter of request, adjustment, complaint, or opinion.
	12. Write a letter of application.
	13. Write a classified advertisement using specific informaiton provided.
	14. Write notes and assignments which contain necessary and accurate information.
#WF-12. THE STUDENT WILL FILL OUT COMMON FORMS.	15. Complete forms used to apply for a driver's license.
	16. Complete the form necessary for an employee's withholding exemption.
	17. Complete a form for voter registration.
	18. Complete forms for entrance to military service, school, or a training program.
	19. Complete forms used to apply for insurance and credit.
	21. Complete the short form of an income tax report.

#WC-12. THE STUDENT WILL SPELL CORRECTLY.

22. Spell words from a selected high-frequency list of those words needed in writing through grade ten.

23. Spell commonly used "consumer" words.

24. Spell commonly used "survival" words.

25. Apply generalizations for adding prefixes and common derivational suffixes.

26. Independently use the dictionary to spell words.

#WH-12. THE STUDENT WILL PUNCTUATE CORRECTLY.

27. Use an apostrophe and s to form the plural of letters, numbers, signs, and words referred to as words.
(e.g., four s's
two 3's
the number of and's)

28. Use an apostrophe to show the possessive of singular and plural nouns which end in s.

29. Use an apostrophe and s to show the possessive of singular and plural nouns which do not end in s.

30. Use the comma before and, but, nor, for, yet when they join independent clauses, unless the clauses are very short.

j. Use a semi-colon to join the independent clauses of a compound sentence when the coordinate conjunction has been omitted.

k. Use quotation marks correctly to set off the words of a speaker in a sentence.

l. Underline (italicize) the title of a book, magazine, or newspaper when such a title appears within a sentence.

m. Use a colon to indicate that a list of items follows.

n. Use a hyphen to divide words between syllables at the end of a line of writing so long as there are at least three letters before and after the division.

#WI-12 THE STUDENT WILL CAPITALIZE CORRECTLY.

31. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.

#WJ-12. THE STUDENT WILL WRITE LEGIBLY.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

III. Escambia County School District High School Supplemental Minimum Student Performance Standards--Language Arts*

SUPPLEMENTAL STANDARDS

#DA-12. THE STUDENT INITIATES AND RESPONDS TO NON-VERBAL CUES.

#DB-12. THE STUDENT LISTENS EFFECTIVELY.

#DC-12. THE STUDENT PARTICIPATES EFFECTIVELY IN FORMAL AND INFORMAL ORAL COMMUNICATION SITUATIONS, INCLUDING DRAMATIC ACTIVITIES.

#DD-12. THE STUDENT DEMONSTRATES APPROPRIATE COMPOSING TECHNIQUES FOR SPECIFIC WRITING TASKS.

#DE-12. THE STUDENT APPLIES PROOFREADING TECHNIQUES AND MAKES EDITORIAL REVISIONS TO IMPROVE WRITTEN COMMUNICATIONS.

#DF-12. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SHORT STORIES AND SHORT NON-FICTION PROSE.

#DG-12. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES NOVELS AND BOOK-LENGTH WORKS OF NON-FICTION.

#DH-12. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SELECTED POEMS.

#DI-12. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES SELECTED PLAYS.

#DJ-12. THE STUDENT RESPONDS TO, INTERPRETS, ANALYZES, AND EVALUATES FORMS OF MASS MEDIA.

#DK-12. THE STUDENT DISTINGUISHES AMONG VARIOUS LEVELS OF USAGE IN WRITTEN AND ORAL LANGUAGE.

#DL-12. THE STUDENT EXHIBITS AN UNDERSTANDING OF SEMANTICS IN ORAL AND WRITTEN USAGE AND DICTION.

#DM-12. THE STUDENT IDENTIFIES SIGNIFICANT CHARACTERISTICS OF SOCIAL AND REGIONAL DIALECTS IN THE UNITED STATES.

#DN-12. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.

*Specific skills statements will be developed for these standards at the Grade 12 level during the 1978-79 school year.

RESOURCES
(1977-78 listing)

State/District adopted textbooks:

Grammar and Composition:

Basic Language: Messages and Meanings VI (Harper-Row, 1976)
Basic Language VI Workbook (Harper-Row, 1975)
Modern English in Action 12 (Heath, 1968)
Experience and Communication (Scott Foresman, 1975)
Keys to English Mastery, Book 6 (workbook) (Economy, 1976)
Warriner's English Grammar and Composition, Complete Course (Harcourt, 1977)

Literature:

English Literature (Ginn, 1975)
The English Tradition: Poetry (paper) (Macmillan, 1974)
The English Tradition: Nonfiction (paper) (Macmillan, 1974)
England in Literature (Scott Foresman, 1973-74)
The Tragic Voice: Shakespeare (paper) (Holt)
The Ways of the World: Satire and Irony (paper) (Harcourt, 1972-74)

DISTRICT SUPPLEMENTAL STANDARDS WITHOUT SPECIFIC SKILLS STATEMENTS

A listing of prior grade-level objectives for which students have been accountable on the following two District High School Supplemental Minimum Student Performance Standards--Language Arts:

#DA. THE STUDENT INITIATES AND RESPONDS TO NONVERBAL CUES.

#DN. THE STUDENT DEMONSTRATES KNOWLEDGE OF THE MAJOR DEVELOPMENTS IN THE HISTORY AND GROWTH OF THE ENGLISH LANGUAGE.

Experiences with Standard #DA:

Grade 6

Objective No. 6.1.1	-	The student uses body-action language (facial expressions, body positions, body movements and timing) to send messages that are perceived and understood by another person.
Objective No. 6.1.2	-	The student recognizes the messages communicated by such nonverbal stimuli as personal appearances, possessions, structural designs, and environments.
Objective No. 6.1.3	-	The student responds appropriately to nonverbal stimuli.
Objective No. 6.1.4	-	The student recognizes the significance of spatial and time factors in nonverbal communication.

Grade 7

Objective No. 7.1.1	-	Given nonverbal messages, the student interprets the meaning of each message.
Objective No. 7.1.2	-	The student uses body-action language (facial expressions, body positions, body movements and timing) to send messages that are perceived and understood by another person.
Objective No. 7.1.3	-	The student recognizes the messages communicated by such nonverbal stimuli as personal appearances, possessions, structural designs, and environments.
Objective No. 7.1.4	-	The student recognizes the significance of spatial and time factors in nonverbal communication.
Objective No. 7.1.5	-	The student demonstrates awareness of the fact that he is responsible for reactions and responses of others to his nonverbal communications.

Grade 8

Objective No. 8.1.1	-	The student understands the responsibilities of both the message-sender and the message-receiver for nonverbal messages communicated.

Objective No. 8.1.2 - The student understands the role of nonverbal communication in drama, other art forms, and mass media.

Objective No. 8.1.3 - The student uses body-action language (facial expressions, body positions, body movements and timing) to send messages that are perceived and understood by another person.

Objective No. 8.1.4 - The student recognizes the messages communicated by such nonverbal stimuli as personal appearances, possessions, structural designs, and environments.

Objective No. 8.1.5 - The student recognizes the significance of spatial and time factors in nonverbal communication.

Experiences with Standard #DN:

Grade 6

Objective No. 6.5.19 - The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. (Grade 6 studies usually include Latin roots and "borrowings," dialectal pronunciations of certain words, and dialectal synonyms for certain commonplace events or references.)

Grade 7

Objective No. 7.5.19 - The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. (Grade 7 studies include etymology of words through researching the dictionary, "major forces" which add new words to the language, and more examination of regional dialects.)

Grade 8

Objective No. 8.5.18 - The student recalls information about the history of the English language, regional dialects, and other linguistic data studied. (Grade 8 studies include an English language time-line development study with maps and charts, the three major phases of the English language, and activities deriving from these focuses. See p. 183 in Middle School Guidebook.)

ELECTIVES

Course Objectives for Elective Courses: Each elective high school language arts course is given general instructional direction by a single, general-level course objective. More specific course objectives are left to individual schools to develop in an alignment with course design and instructional materials as determined appropriate by individual school language arts departments.

For each elective course to be taught in an individual school, therefore, a course guide should be developed in which at least the following are stated:

(a) district course description and course objective,
(b) selected specific standards and skills appropriate for the course from Florida Minimum Student Performances Standards in reading and writing (Grade 11),
(c) a list of several specific course objectives uniquely appropriate for the course,
(d) a course syllabus reflecting points in time for treating specific course objectives (syllabas should not be too detailed), and
(e) a briefly stated "core requirements" handout to be given students at the beginning of the course to inform them of minimum performances expected for earning course credit.

Note: Development of electives course guides may be facilitated with some expedition by referring to most elective courses as described in the 1975 Escambia District High School Language Arts Program of Studies Bulletin.

COURSE DESCRIPTIONS

Course Title: Career English

CODE NO.: 5116-117 Grade Level: 12 ½ unit

Course Objective: The student develops proficiency in functional language skills.

Course Description: Career English is a one-semester course with learning activities planned at a moderate level of difficulty appropriate for students who need further instruction in functional language skills needed in the non-academic world of work. Areas for instructional concentration include the fundamentals of grammar and usage, especially as these apply to the improvement of oral and written communications commonly found in business and industry, and the practical aspects of language as these relate to everyday life. Activities are directed toward developing skills in acquiring vocational and occupational information and those language skills which will prepare students for finding, obtaining, and holding jobs.

Course Title: Grammar and Usage

CODE NO.: 5116-118 Grade Level: 12 ½ unit

Course Objective: The student develops proficiency in standard English grammar and usage.

Course Description: Grammar and Usage is a one-semester course for students who have a need to improve their proficiency in Standard English grammar, usage, and related skills. A review of the fundamentals of grammar and additional experiences in language usage, vocabulary development, and composition techniques are included in the course program. Mastery of basic sentence structure, elimination of usage errors in speaking and writing, and the writing of an acceptable short research paper are major goals of the course.

COURSE DESCRIPTIONS

Course Title: Advanced Grammar and Usage

CODE NO.: 5116-127 Grade Level: 12 ½ unit

Course Objective: The student refines his or her competencies in standard English grammar and usage.

Course Description: Advanced Grammar and Usage is a one-semester course with learning activities planned at a level of difficulty appropriate for the needs of twelfth-grade students of demonstrated advanced ability. Standard English usage in speaking and writing, vocabulary growth, refinement of syntactical and rhetorical skills in written communications, and development of insights into areas of linguistic inquiry such as semantics and dialectology are typical instructional emphases. Proficiency in basic grammar and mechanics of writing in prerequisite for admission to the course.

Course Title: Advanced Placement English

CODE NO.: 5125-128 Grade Level: 12 1 unit

Course Objective: The academically oriented student achieves a high level of proficiency in the concepts and skills of literature, language, and composition through rigorous, in-depth study of these content areas.

Course Description: Advanced Placement English is a year long course with learning activities planned to meet the needs of twelfth-grade students of demonstrated advanced ability. Course activities include a rigorous treatment of literature emphasizing a mature level of interpretive, analytical, and critical skills and extensive writing assignments emphasizing effective control of the standard rhetorical forms of exposition, description, narration, argumentation, and investigation (research). A required conclusion for the course is participation of students in the National Advancement Placement English Examination given annually each spring. Prerequisites for admission to the course are very strict: (a) the student must have an overall average grade of B or better for all previous high school language arts courses, at least one of which has been an advanced level course; (b) the student must be accepted by the teacher of the course after a personal conference between teacher and student; (c) the student must pay the AP English examination fee (approximately $34) at the time of enrollment in the course. Class membership may not exceed 25 students; in the event of a larger number of eligible applicants, overall high school grade point average (the highest 25) shall determine which 25 students may enroll.

COURSE DESCRIPTIONS

Course Title: General Composition

CODE NO.: 5167-130 Grade Level: 10-12 ½ unit

Course Objective: The student improves proficiencies in a variety of written communication forms.

Course Description: General Composition is a one-semester course offering systematic learning activities in a variety of forms in written communication designed to expand and improve the writing skills of the student. Expository, narrative, descriptive, and persuasive writing skills form the primary instructional focus of the course. Library research, reading of selections related to composition assignments, viewing of thought-provoking films, the study of models for composition, the study of composition techniques, and both in-class and out-of-class writing assignments are representative study activities. Correct mechanics, spelling, grammar, and usage are emphasized. At least fifty percent of the student's grade is derived from written assignments.

Course Title: Advanced Composition

CODE NO.: 5108-131 Grade Level: 10-12 ½ unit

Course Objective: The student demonstrates a high level of competency in a variety of written communication forms.

Course Description: Advanced Composition is a one-semester course with learning activities planned as a continuation, expansion, and refinement of writing experiences initiated in General Composition. Only students of demonstrated advanced ability should enroll in this course. Development of precise, polished skills in descriptive, narrative, expository, persuasive, and investigative writing is a major instructional goal. Satisfactory performance in a previous course emphasizing writing skills is prerequisite for admission to the course. A thoroughgoing research paper is required for satisfactory completion of the course. At least sixty percent of the student's grade is derived from written assignments.

COURSE DESCRIPTIONS

Course Title: Creative Writing

CODE NO.: 5168-134 Grade Level: 10-12 ½ unit

Course Objective: The student improves proficiencies in one or more creative forms of written communications.

Course Description: Creative Writing is a one-semester course designed to encourage and assist the student who has an interest in developing techniques and skills in one or more forms of imaginative, personal, or experimental written communications. Instructional activities include practical experiences in developing and evaluating both written and oral language projects. Emphasis is placed on creative, original writing in various genres such as poetry, personal essay, short story, drama, and novel. Prerequisite for admission to the course is demonstrated proficiency in basic standard English grammar and mechanics. At least fifty percent of the student's grade is derived from completed writing projects.

Course Title: Introduction to Journalism

CODE NO.: 5163-135 Grade Level: 10-12 ½ unit

Course Objective: The student acquires limited concepts and skills in journalistic writing.

Course Description: Introduction to Journalism is a one-semester course providing the student a basic introduction to the world of journalism. A survey of journalism as reflected in all the major media and conceptual examination of the role of journalism in a free society are major content focuses of the course. Instructional emphases include improvement in written communication skills, development of basic journalistic techniques, and analysis of various media.

COURSE DESCRIPTIONS

Course Title: Journalism 1

CODE NO.: 5163-136 Grade Level: 10-12 1 unit

Course Objective: The student develops skills in journalistic and mass media forms of writing.

Course Description: Journalism 1 is a year long course for students who have a serious interest in developing skills in journalistic and mass media forms of writing. A survey of journalism as reflected in all the major media, conceptual examination of the role of journalism in a free society, and personal refinement of journalistic writing skills, are major focuses of the course. Instructional emphases include concentration on written communication skills, development of basic journalistic techniques, analysis of various media, and news writing for actual publication.

Course Title: Journalism 2 (Newspaper)

CODE NO.: 5164-137 Grade Level: 11-12 1 unit

Course Objective: The student demonstrates proficiency in the practical skills associated with actual publication of acceptable journalistic writing.

Course Description: Journalism 2 is a year long course designed to give the student practical experience in published forms of journalistic writing. Refinement of personal journalistic techniques and writing skills; effective performance of regular reporting and writing assignments for a publication; and the management, production, and circulation of the school newspaper are the principal activities of the course. Introduction to Journalism or Journalism 1 and teacher approval are prerequisites for admission to the course.

COURSE DESCRIPTIONS

Course Title: Journalism 3 (Yearbook)

CODE NO.: 5165-138 Grade Level: 11-12 1 unit

Course Objective: The student demonstrates proficiency in composing and producing a major mixed-media publication.

Course Description: Journalism 3 is a year long course designed to give the student practical experience in the special skills involved in writing, composing, and publishing a mixed-media publication. The course is both a specialized laboratory for journalistic experiences and the production unit for the high school yearbook. Introduction to Journalism or Journalism 1 and teacher approval are prerequisites for admission to the course.

Course Title: Speech I

CODE NO.: 5173-146 Grade Level: 10-12 ½ unit

Course Objective: The student improves proficiencies in formal and informal oral communications.

Course Description: Speech I is a one-semester course designed to introduce the student to essential skills and various forms of both formal and informal oral communications. Basic forms of oral communication, group discussion techniques, effective listening techniques, audience analysis, and beginning public speaking are major instructional areas of the course. The student will be expected to participate in several oral communications activities as well as acquire specific knowledge about oral communications from printed study materials.

COURSE DESCRIPTIONS

Course Title: Speech II

CODE NO.: 5173-147 Grade Level: 10-12 ½ unit

Course Objective: The student expands and refines formal oral communications skills and competencies.

Course Description: Speech II is a one-semester course with learning activities planned as a logical continuation, expansion, and refinement of learning activities initiated in Speech I. Areas for instructional concentration include parliamentary law, systems of logical reasoning, the various types of public speaking, formal group discussions, and a limited introduction to formal debating. Extensive speaking activities of various kinds are assigned to each student. Students who have not successfully completed Speech I may not enroll in this course except through special permission obtained from the teacher of the course. Such permission shall be probationary and subject to withdrawal should the student not be able to maintain an acceptable level of performance as determined by the teacher.

Course Title: Mass Media

CODE NO.: 5179-148 Grade Level: 10-12 ½ unit

Course Objective: The student becomes an informed consumer of mass media.

Course Description: Mass Media is a one-semester course designed to provide students practical learning experiences involving the language, communications concepts, and technical skills of mass media. Instruction emphasizes development of the student's ability to utilize effectively and to purposefully and critically evaluate the various media offered to the public (television, movies, radio, newspapers, and magazines).

Course Title: Theatre Arts I

CODE NO.: 5183-149 Grade Level: 10-12 ½ unit

Course Objective: The student acquires limited concepts, knowledge, and basic techniques of participatory drama.

Course Description: Theatre Arts I is a one-semester course designed to introduce the student to the world of the thespian arts through formal study and participatory experiences. Areas of study include definitions and terminology of drama and stagecraft; body movements, voice qualities, and diction as these relate to acting; processes and techniques of acting; and participation experiences involving students in dramatic roles.

COURSE DESCRIPTIONS

Course Title: Theatre Arts II

CODE NO.: 5184-150 **Grade Level:** 10-12 ½ unit

Course Objective: The student develops limited proficiency in a number of dramatic skills.

Course Description: Theatre Arts II is a one-semester course with learning activities planned as a continuation, expansion, and refinement of the participatory study of drama initiated in Theatre Arts I. Techniques and mechanics of acting; set design, costumes, lighting and other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and actual production of plays constitute major instructional emphases and activities. Successful prior acting experience or Theatre Arts I is prerequisite for admission to the course.

Course Title: Play Production

CODE NO.: 5185-151 **Grade Level:** 10-12 ½ unit

Course Objective: The student develops limited non-acting skills essential for producing a dramatic performance.

Course Description: Play Production is a one-semester course designed to introduce students to a variety o non-acting aspects of theater which are vitally essential to effective dramatic productions. Either Theatre Arts I or Theatre Arts II is prerequisite for admission to the course. Practical application of principles of play production studied in prerequisite course is the basic activity of the course. Details of producing a play from auditioning to live performance are treated in depth.

COURSE DESCRIPTIONS

Course Title: Theatre Guild

CODE NO.: 5185-152 **Grade Level:** 11-12 **1 unit**

Course Objective: The student increases and refines personal dramatic skills.

Course Description: Theater Guild is a year long course with learning activities planned to enable the student of demonstrated theatrical ability to increase and refine this ability through a broad variety of participatory dramatic experiences. Successful completion of Theatre Arts II or Play Producation and demonstrated acting ability are prerequisites for admission to the course. Emphasis of the course is on development of technical and creative acting skills in a variety of dramatic areas including ballet, mime, operetta, episodic drama, theater in the round, improvisational drama, and other classical and modern forms of drama. Before credit may be awarded for this course, the student must have participated effectively in one or more dramatic presentations before a live audience.

Course Title: Discussion and Debate

CODE NO.: 5197-153 **Grade Level:** 11-12 **½ unit**

Course Objective: The student develops proficiency in the more sophisticated skills of public oral communications.

Course Description: Discussion and Debate is a one-semester course designed to provide the student with practical experiences in the more sophisticated forms of public speaking. The role of communication in contemporary society, informal and formal discussion principles and techniques, and the processes and techniques of formal debate constitute the major instructional areas of the course. Students entering the course should be familiar with basic speech techniques.

COURSE DESCRIPTIONS

Course Title: World Literature

CODE NO.: 5148-162 Grade Level: 10-12 ½ unit

Course Objective: The student develops increased awareness that the literature of many countries has contributed to the cultural development of all humanity.

Course Description: World Literature is a one-semester course designed to introduce the student to quality literature from several countries throughout the world. A wide sampling of world literature taken anywhere from the classical period to modern times forms the content of the course. Areas of instructional emphasis include reading comprehension, philosophical and cultural ideas, literary conventions, generic structures, and author's styles. Concommitantly, writing and speaking skills are reviewed and expanded appropriately.

Course Title: European Literature

CODE NO.: 5148-163 Grade Level: 10-12 ½ unit

Course Objective: The student improves his critical skills to distinguish among the stylistic and philosophical features to be found in American, English, and European literatures.

Course Description: European Literature is a one-semester course limited to the study of noteworthy literature from Western Europe. Focusing on major writers and significant works of the immediate past and the present, the course offers insights into major differences between European and Anglo-American literatures and examines some of the continental influences in the development of modern Western literature. All major genres and their conventions, authors' styles and their distinguishing themes, and literary analysis and interpretation are included in the instructional emphases of the course.

COURSE DESCRIPTIONS

Course Title: Ethnic Literature

CODE NO.: 5148-164 **Grade Level:** 10-12 ½ unit

Course Objective: The student develops a heightened awareness of cultural pluralism in American through a study of ethnic contributions to American literature.

Course Description: Ethnic Literature is a one-semester course designed to acquaint the student with the many and varied contributions of ethnic writers and ethnic-centered literature to the development of American literature and culture. This course centers around the literature of various ethnic authors of America with special consideration of the cultural atmosphere which created their literature. The areas of instruction include studies of the various literary genres, authors' styles, themes, and specific cultural contributions of specific American ethnic groups.

Course Title: Modern Literature

CODE NO.: 5149-165 **Grade Level:** 10-12 ½ unit

Course Objective: The student practices his interpretive and analytical skills through comparing current ideas and values with those found in literature of the immediate past.

Course Description: Modern Literature is a one-semester course which attempts to help expalin contemporary culture through an examination of its recent background as reflected in the literature of the immediate past. Works and excerpts from modern writers (circa 1890-1950), principally from American and England but also including prominent writers from other countrics, are selectively treated. All major genres and their literary elements are interpretively and analytically examined. Response--oriented activities, oral and written communication skills, and expansion of personal reading habits are emphasized.

COURSE DESCRIPTIONS

Course Title: Literature for Today

CODE NO.: 5149-166 Grade Level: 10-12 ½ unit

Course Objective: The student acquires a continuing interest in reading literature as a means for increasing his understanding of his world.

Course Description: Literature for Today is a one-semester course designed to help motivate the student to use literature as a productive means for exploring and evaluating the world in which he lives. A wide sampling of twentieth-century literature (circa 1950 to present) from various nations is surveyed with the reading levels and interests of students, as well as literary merit, influencing the choice of selections. Areas of instruction include explorations of values, customs, and concerns of different cultures as expressed through literature; recognition of literary structures and conventions of the major genres; and development of vocabulary, reading, and composition skills.

Course Title: Man and Nature

CODE NO.: 5153-168 Grade Level: 10-12 ½ unit

Course Objective: The student develops heightened awareness that the major archetypal theme of literature identified as "Man and Nature" has a continuing relevance for every individual.

Course Description: Man and Nature is a one-semester course designed around a study of literary selections focusing on the special kinds and varieties of relationships to be found between the natural world and mankind. Important concepts associated with this theme which receive attention include man in conflict with nature, the emotional effects of nature on man, and current ecological problems and their effects on man. The course theme is examined in a variety of genres. Literary structures and conventions, reading comprehension, and research are the major skills emphasized.

COURSE DESCRIPTIONS

Course Title: Man and Society

CODE NO.: 5153-169 Grade Level: 10-12 ½ unit

Course Objective: The student develops a heightened awareness through a study of selected literature of the signifance of the need of human beings to relate to one another.

Course Description: Man and Society is a one-semester course which emphasizes the record of mankind's social development as reflected through literature, and conversely, how literature has contributed to man's social development. Course content is specifically selected for its focus on the basic humanistic theme recurrent in much of literature: man and other men. Important concepts associated with this theme which receive instructional attention include the dignity of man, the worth of the individual, man's dependence on others, man's struggle for independence and personal freedom, man's obligations to others, man's aesthetic needs as opposed to basic essentials, man's insistence on order, etc. The course theme is examined in a variety of literary genres. Literary structures and conventions, techniques of literary analysis, and experience-centered interpretation of literature are skills typically emphasized.

Course Title: Man's Quest

CODE NO.: 5153-170 Grade Level: 10-12 ½ unit

Course Objective: The student recognizes that the quest theme is both universally recurrent in most literatures as well as personally applicable to each individual.

Course Description: Man's Quest is a one-semester course designed to prompt the student to recognize an ever present human need which is presented as a recurrent theme in most literature. The course centers around the special consideration of universal human values, dreams, achievements, and individual expectancies. Areas of instruction include the study of various literary selections which develop or report the quest theme and which range over the entire Western literary tradition. All literary genres are included with short works being the usual mode, novels being included infrequently. Class discussion of major ideas, oral and written reports based on selections studied, and review of literary forms and conventions are common study activities.

COURSE DESCRIPTIONS

Course Title: Man's Search for Wisdom

CODE NO.: 5153-171 **Grade Level:** 11-12 ½ unit

Course Objective: The student develops skills in interpreting, analyzing, evaluating, and synthesizing significant and influential ideas expressed in literature.

Course Description: Man's Search for Wisdom is a one-semester literature course appropriate for students of demonstrated advanced ability. Course content consists of literary selections in various genres chosen for their philosophical ideas and the impact of those ideas on Western culture. Authors include a variety of prominent Western philosphers ranging from the Greek era to the present. Occasional selections from philosophical writings of other cultures are examined for comparative purposes. Areas for instructional emphasis include analyzing literary selections to identify and define specific philosophical ideas; synthesizing linguistic, stylistic, and modal data for greater comprehension of ideas expressed; appraising and evaluating the cultural, social, economic, and political impact of various ideas on both the past and the present world. Development of logical reasoning, analytical techniques, research skills, and improvement of expository and persuasive speaking and writing skills are typical language skills utilized and developed through course activities.

Course Title: Poetry

CODE NO.: 5152-172 **Grade Level:** 10-12 ½ unit

Course Objective: The student increases proficiency in the interpretation of poetry and in the writing of original poetry.

Course Description: Poetry is a one-semester course designed to extend and refine concepts and skills associated both with the study of poetry others have written as well as with the production of poetry by students interested in writing poetry. Selected poems and poets, the language of poetry, the mechanics of constructing poems, and a variety of historical, aesthetic, and philosophical considerations of poetry are typical study approaches. Skills emphasized include scansion, explication, critical analysis, oral interpretation, and composition of original poems.

COURSE DESCRIPTIONS

Course Title: Drama as Literature

CODE NO.: 5153-173 Grade Level: 10-12 ½ unit

Course Objective: The student recognizes the cultural and literary contributions of outstanding drama to the cultural development of mankind.

Course Description: Drama as Literature is a one-semester course focusing on a study of selected written plays, particularly several of the great plays of the world. Course content consists of dramas from ancient Greece to modern America with emphasis upon the terminology, types and forms of drama, elements of drama, and the history of the theater and of famous playwrights of each period.

Course Title: American Pacesetters

CODE NO.: 5154-179 Grade Level: 11-12 ½ unit

Course Objective: The student recognizes and distinguishes among major American writers and their more important contributions to American literature.

Course Description: American Pacesetters is a one-semester course with learning activities planned at a level of difficulty appropriate for students of demonstrated advanced ability. The content of the course centers around the Pulitzer and Nobel Prize winning authors such as Sinclair Lewis, Eugene O'Neill, Ernest Hemingway, John Steinbeck, Edna Ferber, Conrad Richter, Bernard Malamud, Norman Mailer and so forth. Interpretive, historical, analytical, and critical studies of literature and proficiency in formal written composition comprise the main instructional emphases of the course. Successful performance in a previous advanced-level literature course is prerequisite for admission to the course.

COURSE DESCRIPTIONS

Course Title: Folklore and Adventure

CODE NO.: 5157-182 Grade Level: 10-12 ½ unit

Course Objective: The student discovers literature an informative and entertaining avenue for exploring mankind's proclivities for the unusual, the bizarre, the fanciful, and the mysterious.

Course Description: Folklore and Adventure is a one-semester course designed as a loosely structured exploration into varieties of literature of tradition and entertainment. Past and present tall tales of America, American Indian as well as medieval legends, witchcraft, fableau, home medicinal remedies, other folklore motifs, detective and western short stories and novels, and selections fitting the theme of the course with content of interest to students represent typical content. Improvement in reading skills, insights into the cultural heritage of American folklore, and discovery of personal entertainment through literature are instructional emphases of the course.

Course Title: Science Fiction

CODE NO.: 5157-183 Grade Level: 10-12 ½ unit

Course Objective: The student recognizes that literature expands the universe of man's imagination and, thereby, man's real universe.

Course Description: Science Fiction is a one-semester course centering around science fiction of the present and past in the genres of the novel, the short story, and drama. On occasion, science fiction movies accessible to students may be included in course content. Areas of instruction include the historical development of science fiction, typical techniques of science fiction writers, typical themes of science fiction, and the similarities and differences between science fiction and other forms of literature.

COURSE DESCRIPTIONS

Course Title: British Literature

CODE NO.: 5158-184 Grade Level: 11-12 ½ unit

Course Objective: The student expands his interpretive, analytical, and critical literary skills through in-depth studies of selected British literature.

Course Description: British Literature is a one-semester course with learning activities planned at a level of difficulty appropriate for students of demonstrated advanced ability. Selected works and excerpts from selected British writers whose contributions have distinguished and defined Anglo-Saxon literature provide the content of the course. Interpretive, historical, analytical, and critical studies of selections comprise the main instructional focus.

Course Title: Inspirational Literature

CODE NO.: 5159-186 Grade Level: 10-12 ½ unit

Course Objective: The student recognizes that certain literature is considered of great value for its ability to inspire and motivate the human spirit.

Course Description: Inspirational Literature is a one-semester course with content consisting of a variety of literary selections expressive of mankind's ennobling ideals, dreams, and aspirations including passages from the Judeo-Christian Bible; religious writings of non-Christian cultures; and novels, dramas, poems, and speeches of modern times. Areas of instructional focus include the variety and structures of the genres studied, historical perspectives relating to the course theme, interpretive and philosophical treatments of selections, and personal values identification.

COURSE DESCRIPTIONS

Course Title: The Bible as Literature

CODE NO.: 5159-187 Grade Level: 10-12 ½ Unit

Course Objective: The student recognizes that the Judeo-Christian Bible has contributed significantly to Western literature and culture.

Course Description: The Bible as Literature is a one-semester elective course which explores the literary aspects of the Bible (including plots, themes, characters, and style) and acquaints the student with the Bible as the major moral influence on Western literature. Areas of instructional focus include the variety and structures of genres found in the Bible, history of translations and translators, linguistic features, and the impact of the Bible on Western literature and Western culture. Personal religious beliefs and sectarian theological interpretations of the Bible are prohibited from instructional treatment.

Course Title: Mythology

CODE NO.: 5188-188 Grade Level: 10-12 ½ unit

Course Objective: The student recognizes that myths comprise a special kind of literature which forms a significant part of cultural history.

Course Description: Mythology is a one-semester course which explores the contributions of mythology to Western literature and culture. Ancient myths of Greece and Rome, American Indian myths, and selected myths from other times and cultures form the content of the course. Inquiry into origins of myths, their conventions and structures, their significance in literature, and the relevance of myths for modern individuals are typical instructional approaches. Improvement in reading skills and reading interests is a major goal of the course.

Escambia County School District High School
Language Arts Curriculum Policy as revised, January, 1978

To reflect both the conceptual as well as structural changes as detailed in the list of 45 new course descriptions adopted for district high school language arts instruction, the district high school teachers of English respectfully submit the following statement of policy pertinent to the district high school language arts curriculum to replace and supercede the existing policy:

I. DISTRICT PROGRAM PHILOSOPHY
FOR
ESCAMBIA COUNTY HIGH SCHOOL LANGUAGE ARTS INSTRUCTION

Persuaded that proficiency in language arts concepts and skills is vital for both in-school and post-school success of all students, Escambia County high school teachers of English strongly agree that language arts instruction in all district high schools should be provided and maintained in accordance with the following pertinent beliefs:

(a) that all high school students should receive instruction in the fundamentals of literature, composition, language, and oral communication;

(b) that the Florida minimum student performance standards in reading and writing and the functional literacy standards must be given prominent instructional attention in all language arts courses;

(c) that course structures should be sufficiently flexible to meet individual needs of students without compromising professional standards;

(d) that students in language arts courses should read and write extensively;

(e) that written tests, including both essay-type and short response answers, are standard measuring techniques in language arts courses;

(f) that every student must be issued the basic textbooks for his or her language arts courses;

(g) that language arts homework assignments are an essential and productive learning activity;

(h) that regular class attendance is vital for the academic success of most students;

(i) that a minimum of four interruption-free class periods per week is imperative if students are to obtain minimal instructional coverage of language arts course content;

(j) that language arts class loads in excess of 25 students impair the effectiveness of teaching/learning performances;

(k) that academic performance of students is adversely affected by unregulated temperatures and humidity, external noise, litter and untidiness, and direct interruptions of learning tasks; and, finally,

(1) that the most effective learning of language arts concepts and skills is not all "fun and games": students must expend time and effort in conscientious study for optimum achievement to result.

To the degree that the school district as well as the individual high schools endorse, support, and enable high school teachers of English to pursue, implement, and fulfill in practical ways each of the foregoing beliefs, to this same degree do Escambia County high school teachers of English accept a conscientious and continuing professional responsibility to provide students with quality learning opportunities in accord with the district program of high school language arts instruction, a description of which has been submitted elsewhere and to which this statement relates as a set of principles to guide program implementation.

In unanimous endorsement of this statement of high school language arts program philosophy, we affix our signatures below:

Sarah L. Armstrong
English Chairperson, Pensacola High

Wilhelmina Boysen
English Chairperson, Tate High

Jan Crumpton
English Chairperson, Pine Forest High

Mary Alice Johnson
English Chairperson, Century High

Evelyn D. Keller
English Chairperson, Washington High

Linda H. Thompson
English Chairperson, Beggs Educational Center

Jean J. Webb
English Chairperson, Ernest Ward High

Elizabeth Sue Wynn
English Chairperson, Escambia High

Sandra C. Young
English Chairperson, Woodham High

Ray Shelnutt
District Language Arts Supervisor and Program Revision Consultant

II.

Senior High School

LANGUAGE ARTS EDUCATION

PROGRAM GOALS

The goals of Language Arts Education in the High Schools are the following:

1. The student communicates ideas, attitudes, and feelings effectively in nonverbal language.

2. The student comprehends knowledge through purposeful and critical observation and listening.

3. The student applies oral language skills effectively in group interaction processes and in making formal and informal presentations.

4. The student expresses ideas, attitudes, and feelings effectively through a variety of utilitarian and creative forms of written communication.

5. The student applies the mechanics and conventions of written and oral language to assure accuracy and clarity in communication.

6. The student interprets literature through personal values and experiences, value systems of today's world, cultural and historical information, and recognized literary standards.

7. The student identifies useful information about the English language such as formal grammars, word meanings, word origins, History of the language, regional and social dialects, and types and uses of dictionaries.

Note: (1) High School Language Arts Education accepts instructional responsibility for reading goals, but these goals are left to the Reading Department for stating. (2) At the course level, the foregoing program goals are expanded into several course objectives for each course. Course objectives can be examined in the Escambia School District High School Language Arts Program of Studies Bulletin, ESD Language Arts Department, revised, 1978.

III. DEFINITIONS:

"Language Arts" is the comprehensive term to be used in Escambia County School District to refer to courses of instruction primarily concerned with language, literature, composition, and related content and/or activities for which high school credits may be earned. In district high schools these courses are classified under five major categories:

A. Language courses: Courses which emphasize the development or remediation of basic communication skills (listening, speaking, reading, writing, functional grammar, usage, mechanics); non-syntactical study of language such as language history, lexicography, semantics, dialectology; or concentrated study of one or more formal systems of grammar, e.g., traditional, structural, transformational generative.

B. Composition courses: Courses which primarily focus on development of written expression. Such courses may contain sections or units devoted to the study of grammar, usage, and mechanics. However, because the main purpose of such courses is to develop skill in written expression and 50% or more of a student's course grade is directly dependent on his written performances, such courses are classified as "Composition."

C. Literature courses: Courses which rely heavily on written language usually classified into various genres: short stories, novels, poetry, drama, essays. The student of literature customarily examines internal and external structures, literary conventions, themes, modes, and rhetorical styles. Methods of study include genre, geographical locale, chronology, theme, and human experience. The development of interpretive skills, aesthetic perceptions, and the ability to recognize and relate to human values are among the goals of a study of literature.

D. Media, Speech, and Drama courses: Activity or expressive arts courses which are directly dependent upon appropriate use of various specialized language skills for course content. Most courses emphasize one or more specialized aspects of language and tend to place greater value on completeness and effectiveness of end products of study and participation than upon the separate skills utilized in the course. (Note: Journalism courses, because of their heavy emphasis on writing skills, are listed under "Composition.")

E. Comprehensive courses: Courses--usually year-long--which integrate language, literature, and composition content and skills into a well balanced, comprehensive program of study.

IV. AWARDING OF CREDITS:

High school language arts courses are restricted to two possible time frames for the purpose of measuring and awarding units of credit: (1) semester courses completed in one continuous eighteen-week period for 1/2 unit of credit, or (2) year-long courses completed in a thirty-six-week period for 1 full unit of credit.

The procedure for withholding or awarding partial credits for partially failed (or partially completed) year-long language arts courses shall conform to the standardized procedure affecting all high school courses established for the district.

Students may not be awarded units of credit for any language arts courses not formally approved by the School Board.

V. REQUIRED COURSES:

Beginning with the 1978-79 school year, all students--beginning with their respective grade classifications--must satisfy district English credit requirements (3 Carnegie units) for graduation as stipulated in the district pupil progression plan only through the successful completion of the following specific courses:

Grade 9 - English 1 or Advanced English 1;
Grade 10- English 2 or Advanced English 2;
Grade 11- English 3 or Advanced English 3.

Further, it is the recommendation of district high school teachers of English that with only the rarest of exceptions, students who fail one of these required courses not be permitted to take the next year's course before or in conjunction with the repetition of the failed course.

VI. ELECTIVE COURSE CREDITS:

All high school language arts courses other than the six courses identified as required courses shall be classified as elective courses. All credits earned for the successful completion of elective language arts courses may count toward the total number of high school credits required for graduation, but elective language arts course credits may not be substituted for the required English credits specified above.

VII. LOCAL SCHOOL OPTIONS:

Based on size of school enrollment, number of certified teachers, facilities, and other appropriate criteria, each school is free to determine what courses it will offer students in high school language arts instruction subject to the following restraints:

A. Each language arts course must be identified on all records and school lists of course offerings by the specific code numbers and titles as recorded in the District Program of Studies Bulletin.

B. Each course shall be designed in accordance with appropriate standards for constructing courses, reflecting proper attention to the needs and interests of students, appropriate content, performance levels consistent with student abilities and age/grade levels, and adequate evaluation of learning.

C. As the need for new courses arises from time to time, such courses may not be offered to students for credit until (1) they have been approved by the School Board via the Curriculum Council and (2) a district course guide has been filed with the School Board in the office of the County Language Arts Supervisor to enable appropriate listing in the District Program of Studies Bulletin.

D. The approval by the School Board of a given new language arts course for a particular school and the appropriate listing of the course in the District Program of Studies Bulletin shall make such course approved for use by other high schools in the district where a need is determined to exist for such course. A school may add courses properly approved by the School Board to its curriculum without further petitioning of the Board so long as the approved title, course description, and district code numbers are maintained.

E. The number of courses made available for students each school year should be kept in proportion to student enrollment and teacher loads. As a general rule, the total course count for any one year should be guided, insofar as possible, by assurance (1) that all classes will have a total of 20 or more students enrolled in each class, and (2) that no teacher will be required to make more than three different class preparations per day, including noninstructional assignments. For purposes of ascertaining total course count, a course will be classified as a separate course if it is at least a semester in duration and if it is identified by a specific course title and identification number.

F. For every course classified in any school as a language arts course, a district course guide shall be developed and kept on file for the School Board in the office of the County Language Arts Supervisor. It shall be the reponsibility of the Supervisor to list new courses in the District Program of Studies Bulletin whenever new courses are approved by the School Board.

VIII. IDENTIFICATION OF HIGH SCHOOL LANGUAGE ARTS COURSES:

STATE CODE	COUNTY NO.	GRADE	TITLE	COURSE LENGTH	CREDIT UNIT	FULFILLS ENGLISH REQUIREMENTS
			LANGUAGE AND COMPREHENSIVE			
5113	113	9	English 1	Yr	1	Yes
5113	123	9	Advanced English 1	Yr	1	Yes
5114	114	10	English 2	Yr	1	Yes
5114	124	10	Advanced English 2	Yr	1	Yes
5115	115	11	English 3	Yr	1	Yes
5115	125	11	Advanced English 3	Yr	1	Yes
5116	116	12	English 4	Yr	1	No
5116	126	12	Advanced English 4	Yr	1	No
5116	117	11-12	Career English	Sem	1/2	No
5116	118	11-12	Grammar and Usage	Sem	1/2	No
5116	127	11-12	Advanced Grammar and Usage	Sem	1/2	No
5125	128	12	Advanced Placement English	Yr	1	No

STATE CODE	COUNTY NO.	GRADE	TITLE	COURSE LENGTH	CREDIT UNIT	FULFILLS ENGLISH REQUIREMENTS
			COMPOSITION			
5167	130	10-12	General Composition	Sem	1/2	No
5108	131	10-12	Advanced Composition	Sem	1/2	No
5168	134	10-12	Creative Writing	Sem	1/2	No
5163	135	10-12	Introduction to Journalism	Sem	1/2	No
5163	136	10-12	Journalism 1	Yr	1	No
5164	137	11-12	Journalism 2 (newspaper)	Yr	1	No
5165	138	11-12	Journalism 3 (yearbook)	Yr	1	No
			MEDIA, SPEECH, AND DRAMA			
5173	146	10-12	Speech I	Sem	1/2	No
5174	147	10-12	Speech II	Sem	1/2	No
5179	148	10-12	Mass Media	Sem	1/2	No
5183	149	10-12	Theatre Arts I	Sem	1/2	No
5184	150	10-12	Theatre Arts II	Sem	1/2	No
5185	151	10-12	Play Production	Sem	1/2	No
5185	152	11-12	Theatre Guild	Yr	1	No
5197	153	11-12	Discussion and Debate	Sem	1/2	No
			LITERATURE			
5148	162	10-12	World Literature	Sem	1/2	No
5148	163	10-12	European Literature	Sem	1/2	No
5148	164	10-12	Ethnic Literature	Sem	1/2	No
5149	165	10-12	Modern Literature	Sem	1/2	No
5149	166	10-12	Literature For Today	Sem	1/2	No
5153	168	10-12	Man and Nature	Sem	1/2	No
5153	169	10-12	Man and Society	Sem	1/2	No
5153	170	10-12	Man's Quest	Sem	1/2	No
5153	171	11-12	Man's Search for Wisdom	Sem	1/2	No
5153	172	10-12	Poetry	Sem	1/2	No
5153	173	10-12	Drama as Literature	Sem	1/2	No
5154	179	11-12	American Pacesetters	Sem	1/2	No
5157	182	10-12	Folklore and Adventure	Sem	1/2	No
5157	183	10-12	Science Fiction	Sem	1/2	No
5158	184	11-12	British Literature	Sem	1/2	No
5159	186	10-12	Inspirational Literature	Sem	1/2	No
5159	187	10-12	Bible as Literature	Sem	1/2	No
5188	188	10-12	Mythology	Sem	1/2	No

IX. EXPLANATORY NOTES:

A. Arabic numberals (1, 2, 3, 4) have been incorporated as part of the title of some courses to distinguish among year-long courses utilizing the same basic title, e.g., "English 2" (Grade 10), "English 3" (Grade 11).

B. The Roman numerals I and II have been affixed after a few semester course titles utilizing the same basic title to show either a sequential relation between the two courses or a lower or more advanced level between the two courses. In some cases, a school may elect not to offer the first or lower level course, only the second or more advanced course, or vice-versa. In either case, the Roman numeral I or II, whichever applies, should still be retained in the course title.

C. Wherever practical, and to avoid confusion by the use of too many pairs of the Roman numerals I and II, the label "advanced" has been prefixed to certain titles.

D. Grade levels have been stipulated for courses in order to assist those responsible for properly assigning students, to provide guidance in planning to meet needs of individual school populations, and to make more convenient and efficient the accounting of students for evaluation purposes and FTE counts. The stipulation of a grade level for courses, particularly elective courses above Grade 9, is not intended as a restraint upon or prohibition against the assignment of students to courses in which they have strong interests or in which they can best succeed.

E. Phasing and ability grouping are no longer designated for course descriptions except for the word "Advanced" used in the title of particular advanced-level courses. Several electives, however, by their content and performance requirements, must continue to be regarded as "advanced" courses, (e.g., Discussion and Debate, British Literature, American Pacesetters, Creative Writing, etc.).

F. Each high school language arts department is expected to assure purposeful instructional planning by individual teachers, consistency of instruction, and avoidance of unwarranted duplication of instruction by accomplishing each of the following: (1) development of written course guides for each course offered in the language arts program of the individual school, and (2) provision to each student enrolled in either a required or elective language arts course a brief, written "core curriculum" or list of specific activities or performances required for the student's successful completion of the course.